



GWINEAR SCHOOL

BEHAVIOUR

MANAGEMENT POLICY

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Reviewed and agreed with: S&C Committee

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Every Child has the right to learn without the disturbance of others.
"Good Behaviour is a necessary condition for effective teaching to take place"

The Governing Body accepts these principles and seeks to create an environment at Gwinear School which encourages and reinforces good behaviour. The maintenance of good discipline is essential for the growth, welfare and development of pupils. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the educational process. It is with this in mind that Gwinear School has the following aims:

1. To create an environment which encourages and reinforces good behaviour
2. To define acceptable standards of behaviour
3. To develop an understanding of personal responsibility
4. To educate to eliminate bullying, racism, sexism and other forms of prejudice
5. To promote an effective learning environment
6. To encourage consistency of response to both positive and negative behaviour
7. To promote self-esteem, self-discipline and positive relationships
8. To ensure that the school's expectations and strategies are widely known and understood
9. To encourage the involvement of both home and school in the implementation of this policy

Standards of Behaviour

Gwinear School has a central role in the children's social and moral development just as it does in their academic development. Just as we measure academic progress and development over time towards academic goals, so we measure standards of behaviour in terms of meeting behavioural goals. Our children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At Gwinear School we work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility.

Knowledge of the expectations we have of pupil behaviour together with a system of rewards and sanctions, encourages children to behave appropriately. All members of staff (teaching and non-teaching) aim to apply the system we have fairly and consistently. We aim for all children to come to know and understand the school rules and behaviour expected of them together with the consequences to be applied for choosing not to follow them.

Members of staff are also aware that when establishing a pupil's reason for misbehaviour, focusing solely on the behaviour and not the reason behind it, may treat the symptom and not the cause. Therefore, staff always aim to treat incidents individually whilst maintaining the inherent structure of the rewards and sanctions systems.

Adults in school are responsible for modelling high standards of behaviour in their dealings with children, parents and other members of staff.

The school recognises its duties under the Equality Act 2010 and the SEND Code of Practice. Reasonable adjustments may be made to support pupils with additional needs. Behaviour expectations remain high for all pupils, but responses, support and

interventions may be adapted to meet individual needs and circumstances. This specifically applies to continuous low-level disruptive behaviour, as children will be supported in class following external and professional recommendations. However, expectations including acts of gross misconduct (seriously inappropriate behaviour) will have the same, consistent sanctions. Ensuring fairness and consistency in order to keep all children safe within school.

All staff aim to:

- Create a positive climate with realistic expectations
- Emphasise the importance of being valued as an individual within a group or class
- Promote honesty and courtesy
- Provide a caring and effective learning environment
- Encourage relationships based on kindness, respect and understanding of the needs of others
- Ensure fair treatment for all regardless of age, gender, race, ability and disability
- Show appreciation of the efforts and contribution made by all

Behaviour and safeguarding

Gwinear School recognises that behaviour can, at times, be a form of communication and may be linked to safeguarding concerns, unmet needs, trauma, adverse childhood experiences, mental health needs, SEND or other vulnerabilities.

Staff will consider whether inappropriate behaviour may indicate that a pupil requires additional support or safeguarding intervention.

Concerns will be reported in line with the school's safeguarding procedures and may result in consultation with the Designated Safeguarding Lead.

The school adopts a relational approach whilst maintaining clear expectations and boundaries.

The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual children with clear lesson objectives, differentiated to meet different abilities, help children to become active in their own learning. Marking is also supportive, both in the praise given - valuing the children on their progress and achievements, and providing challenges and targets for future work. (See appropriate policies)

PSHE Themes/Circle Time/Philosophy for Children

All children take part in a PSHE lesson each week which reinforces the PSHE theme of the week introduced in the Monday Assembly. These lessons include a variety of approaches including "Circle Time", Philosophy for Children, role play and discussion. These activities provide the foundation for the Personal, Social, Health and Citizenship Education curriculum.

The PSHE themes have been carefully constructed to encompass all elements of the old

SEAL materials, current agendas associated with British Values and cultural diversity together with elements that the school feels are important for creating successful citizens of the future such as environmental awareness and enterprise skills (Overviews of the themes can be found in the curriculum area of the school's website).

Children are taught strategies to help them avoid conflict with each other. We also talk to them about avoiding problem situations and being aware of their own body language and verbal comments that might provoke an incident. In discussing these issues, we aim to raise individual self-esteem, develop skills in listening and effective communication and empower children to deal effectively with situations that arise.

Children are shown ways of dealing with conflict situations. These include the following:

1. Speaking to a teacher or member of staff for guidance and support
2. Walking away and reporting the conflict rather than getting involved

In the early years circle time is introduced to develop the confidence and self-esteem of every individual. Children are encouraged to value their own and their peers' contributions as being special and important to the whole group. However, it is also important that children understand that challenging the opinions of others, recognising assumptions and questioning the reasoning behind viewpoints are vital skills for healthy Socratic dialogue that seeks a deeper understanding behind issues. For this reason, the school often uses the Philosophy for Children approach in PSHE and other areas of the curriculum.

In addition to these whole class approaches the school uses some intervention programmes such as Thrive, Socially Speaking, R Time for groups or children with individual needs.

Classroom Management and Reward Systems

Classroom management and teaching methods have an important influence on children's behaviour. Teaching methods take account of the different learning styles of children and aim to encourage enthusiasm and maximum participation for all.

Our reward system acts as a positive reinforcement of good behaviour. An abundance of praise is used both for the individual, groups and classes as a whole. We always aim to encourage good behaviour and work by praising good behaviour rather than criticising bad unacceptable behaviour. In practice this means a member of staff will often encourage all children to act in an appropriate way by praising those who are already behaving in that way. The praise takes the form of the member of staff directing other children's attention to those whose behaviour is acting as a model for the others. The member of staff says, "Well done" to the child, group or class and states why they have received the praise. This reinforces to the other children the behaviour that is desirable.

100% Wall

Teachers always give positive comments alongside points to improve in verbal feedback and marking and aim to deal with criticism in a personal manner that does not harm a pupil's self-esteem (See marking Policy). Each class has a **100% Wall** where the work of children who have worked at their full potential is celebrated. Once the wall is full (every 2-3 weeks) a piece of work is selected to be taken to the Headteacher who has a 100% wall in his office. Every

time a child's work is displayed on the class wall they receive a ticket that goes into a grand draw at the end of term which results in a prize for the winning ticket holder.

Celebrations Assembly

Each week, teachers keep a record of children who have worked particularly hard in lessons or have shown repeated good manners, good or improved behaviour and so on. During the Celebrations Assembly, these children stand and receive an award certificate while the Headteacher explains their achievement to the whole assembly. These children are called to the front of the assembly to receive their special certificate. All children who have received awards in the Celebrations Assembly have their name published on the schools' newsletter.

Guideline Rules

1. The School Code reflects what we believe to be important and should be the foundation of good and acceptable behaviour. To keep things simple, meaningful and easy to remember all classes relate behavior to the three R time rules:

- Show good manners at all times
- Care for and respect everyone and everything
- Follow instructions with thought and care

These rules are clearly displayed in all classrooms and constantly referred to when promoting positive behavior and for modifying inappropriate behaviour.

2. Everyone in the school community has 'rights'. These carry with them responsibilities.
3. The class teacher is central in determining the strategies used to modify behaviour.
4. It is essential that we separate personality from work and behaviour.
5. Opportunity must be created to listen with empathy and show genuine care for each child as a valued individual.
6. Praise and the heightening of an individual's self-esteem is the key to success in modifying work and behaviour.
7. Significant and lasting modification may only be achieved through very small steps.
8. Opportunities, both individually and as a class during circle time, should be created to enable children to reflect on and be responsible for their own work and behaviour.

Dining Hall Expectations

Lunch time is an important part of the day where children reinforce the importance of good table manners and have the opportunity to socialise with peers.

1. We wait sensibly to be seated
2. We say please and thank you

3. We listen to the dinner supervisors and do as we are asked
4. We sit properly
5. We don't speak with our mouths full
6. We use our knife and fork
7. We talk quietly and only to the people on our table
8. We ask to be able to leave the table
9. We clear up after ourselves

Playground Expectations

1. We play together and choose games which don't hurt others
2. We let other children get on with their own games
3. When the whistle is blown we stop and listen
4. We show respect to all grownups by listening to them when they are speaking
5. We always put our rubbish in the bin

Sanctions

Sanctions are characterised by certain features. When giving a sanction, staff ensure it is clear why the sanction is being given and they state the behaviour that should have been displayed. Teachers aim to deal with criticism / the giving of a sanction in a personal manner that does not harm a pupil's self-esteem.

In many cases during playtime inappropriate behaviour will be the result of being over excited and children will be given a 1 minute or 5-minute period to have 'time out' in a quiet area.

If a child continues displaying inappropriate behaviour, they are given a reminder of why the behaviour is unacceptable and again what the teacher wants them to do.

This system of ASK and REMIND gives children a clear opportunity to reflect upon their actions and begin to behave in an appropriate manner.

Should the inappropriate behaviour continue, children begin on the framework of sanctions:

1. **Warning** - children are told that they have a warning and asked if they know why. They are also asked if they know what will happen if the behaviour continues, and reminded if they are not sure.
2. **Yellow Card** - if inappropriate behaviour continues they are then given a yellow card, the card is carried for the whole morning, lunchtime or afternoon. They are also asked if they know what will happen if the behaviour continues, and reminded if they are not sure. Children may be removed from lessons such as P.E. if their actions endanger their own safety or the safety of others. The yellow card must be given back at the end of the session.
4. **Red Card** – Red cards are given to children who choose to continue their inappropriate behaviour following a yellow card. Children can be sent to see the Headteacher or a member of the Senior Leadership Team, who will decide on the appropriate sanctions for the pupil's behaviour.

Significant behaviour incidents, including red cards, serious sanctions, suspensions and restrictive physical interventions, are recorded using the school's agreed recording systems. Behaviour information is reviewed regularly by leaders to identify trends, inform support and ensure equity.

Seriously Inappropriate Behaviour

This is where children who have displayed certain behaviours do not go through the above process and children are given instant Red Cards and referred straight to the Headteacher or member of the Senior Leadership Team. These behaviours are as follows:

Children who cause severe physical/verbal/psychological harm to others. This includes:

- Bullying - see also Bullying Policy
- Harmful Sexualised Behaviour (see below)
- Extortion
- Any violent action, including verbal / racist threats i.e.: using abusive language directed at another pupil
- Any violent action, including verbal / racist threats and abusive language, directed at a member of staff
- Stealing
- Using any object as a weapon

In these instances, each case is judged individually and may result in any of the following:

1. Missed playtimes possibly including some lunchtime playtime as well
2. Employment of de-escalation strategies such as Team-Teach Positive Handling Techniques by trained staff
3. Parents informed of the inappropriate behaviour and possibly required to discuss their child's behaviour with the Headteacher, Assistant Headteacher or a member of the Senior Leadership Team.
4. Internal exclusion - this involves being removed from class for either a session, ½ a day or a full day. During this time, the child completes a range of work in the Headteacher's office or under the supervision of another member of staff.
5. External exclusion

Behaviour management operates as part of the school inclusion provision (SEN) and in conjunction with the P.S.H.E. / Citizenship Policies.

Sexualised Behaviour

The school has a zero-tolerance approach to incidents of harmful sexual behaviour including sexual harassment, inappropriate sexualized language and online sexual abuses. All staff are aware of the importance of reporting any such incidents, however seemingly insignificant, and are equally aware of the potential links to safeguarding and of the necessity to report such incidents to the designated safeguarding lead. Parents of all parties involved in sexualized incidents are always informed and any events are always followed with vigilant monitoring in case of repeat offences.

Gwinear School recognises that some incidents may constitute child-on-child abuse and will be managed in line with Keeping Children Safe in Education and the school's Safeguarding and Child Protection Policy.

Pupils' conduct outside the school gate

Teachers have the power to discipline pupils for misbehaving outside of the school premises to such an extent as is reasonable, when the pupil is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform or misbehaviour at any time 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.

In all cases of mis-behaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member. Parents of the pupil/pupils will be notified of the misbehaviour out of school.

Online Behaviour

Behaviour expectations apply online as well as in person. Where conduct online has an impact on the safety, wellbeing or reputation of pupils, staff or the school community, sanctions may be applied in accordance with this policy.

Power to search without consent

School staff are able to confiscate items from pupils including:

- stolen items
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school e.g. mobile phones; i-Pods

It is for the teacher to decide if and when to return a confiscated item.

Use of Reasonable Force and Restrictive Physical Intervention

School staff may use reasonable force where it is necessary, proportionate and lawful to:

- Prevent a pupil harming themselves or others.
- Prevent serious damage to property.
- Prevent serious disruption to good order and discipline.

Restrictive physical intervention will only ever be used as a last resort where de-escalation strategies have been attempted or where immediate action is necessary to prevent harm. The school places a strong emphasis on prevention, de-escalation and positive behaviour support.

Restrictive physical intervention will never be used as a punishment and will only be used for the minimum time necessary to reduce the risk of harm.

When considering the use of reasonable force, staff will take account of the pupil's age, SEND, medical needs, communication needs, trauma history and any other vulnerabilities, together with their responsibilities under the Equality Act 2010.

Any incident involving the use of reasonable force or restrictive physical intervention will be recorded in accordance with statutory requirements and the school's recording procedures. Parents/carers will be informed as soon as reasonably practicable following the incident and incidents will be reviewed by school leaders.

Where a pupil requires repeated restrictive interventions, the school will review risk assessments, behaviour support plans and provision to reduce the likelihood of future incidents.

Following significant incidents, the school will seek to support pupils and staff involved through reflection, restorative conversations and appropriate follow-up support.

Exclusion from School

In extreme cases, the Headteacher may use suspension or permanent exclusion in accordance with current Department for Education guidance.

This can either be a suspension for half a day to a few days, or in exceptional circumstances it may be permanent exclusion.

The decision is entirely at the discretion of the Headteacher.

The Governing Body has appointed a Disciplinary Committee to review all exclusions.

In the very rare circumstances of the Headteacher permanently excluding, the decision will be referred to the Governing Body for ratification. The Governing Body Disciplinary Panel will then meet to consider the decision.

Parents have the right of appeal and will be fully informed of the procedures should such circumstances arise.

Communication and Parental Partnership

At the beginning of each year all pupils and parents are asked to sign a home-school agreement outlining the key aspects of the schools' expectations outlined in the Behaviour Policy.

High priority is given to clear and positive communication with parents. We communicate policy and expectations to parents in a variety of means including: Parents' Evenings, entrance to the school meetings, newsletters and the school website.

Where the behaviour of a child is giving cause for concern, parents will be informed at an early stage and be given an opportunity to discuss the situation. If a red card is given to a child the class teacher will inform the parent, in private, at the end of the day. If a second red card is given in the same term the headteacher will contact the parent for a meeting. Should concerns continue, parental support is sought in devising the first action points targeting behaviour on an IBP (Individual Behavioural Plan) or if appropriate and ISP (Individual Support Plan).

Monitoring and tracking

All incidents of behaviour resulting in yellow and/or red cards are closely tracked and categorised. Patterns relating to the type of behaviour, the times and locations of incidents are analysed and action plans to avoid further reoccurrences are made on the basis of this record keeping. Correlations between behaviour patterns and incidents recorded in safeguarding files are also closely monitored to identify relationships between them.

Additional information regarding specific areas of behaviour management can be found in the following school policies:

Child on Child Abuse policy
SEND Policy
PSHE / Citizenship Policy
Positive Handling Policy

Behaviour statement
Anti-Bullying Policy
Teaching and Learning Policy
Marking Policy

Coronavirus Behaviour Policy Appendix 2020

Note: this appendix is no longer relevant to current guidance but is being kept in for best practise should new variants or national outbreaks cause re-implementation of protocols

Coronavirus Behaviour Principles

In light of the need for children to behave differently when they return to Gwinear School, we are adding some other 'Behaviour Principles' as an appendix to our current Behaviour Policy. We now have some new systems to put in place in order to make sure that both adults and children are safe in school.

Arriving/leaving school:

- Children arrive/leave school following staggered start times for drop off and are dismissed in separate populations with separate pick up areas
- Children must use different entrances into and exits from school
- Children and/or adults waiting outside school must practice social distancing and be at least 2 metres apart
- Pupils may still arrive/leave school independently (with parents' signed permission). However, pupils must walk to and from school at least 2 meters apart

Cleaning and Hygiene:

- There is a daily list of daily thorough cleaning that needs to be done in school – see Annex A
- Children must wash their hands-on arrival at school, before and after break, before and after lunch and before leaving school
- Children must try not to touch their mouth, nose and eyes with their hands
- Children need to wear clean school sweater/jumper or t-shirt every day and shoes that are suitable for physical activity
- Parents are advised to wash clothes regularly preferably after each day
- Children must practise good respiratory hygiene by coughing/sneezing into their elbow and, when using tissues, putting their used tissues immediately into a lidded bin-Catch It;Bin It;Kill It.
- Children must not cough, sneeze or spit towards any other person

Contact with children and adults:

- Children must tell an adult if they are experiencing symptoms of coronavirus in school
- Parents must inform school if any member of their family is experiencing symptoms of coronavirus
- Children are in separate school populations and separate indoor and outdoor spaces
- The separate groups of children must not mix
- Children must not unnecessarily share any equipment and are provided with their own set of key resources e.g. white board pen, pencil and must have their own drink bottle
- Children must take turns when going to the toilet – only one child to use the toilet at a time
- Children must eat their lunch in classrooms at separate desks, or outside