



**GOFFS OAK PRIMARY AND NURSERY SCHOOL**

**BEHAVIOUR POLICY**

## **Introduction**

At Goffs Oak Primary and Nursery School we recognise that acceptable behaviour is necessary in order to create a positive climate where effective teaching and learning can take place. The school requires generally accepted and understood codes of conduct, by which the school community abides. All staff encourage good standards of behaviour at all times by demonstrating good manners, consideration and respect and the use of positive recognition of good behaviour; all of which, we believe, helps children feel positive about themselves, their abilities, relationships, achievements and their powers of decision making.

Our pupils are taught important values linked to the United Nations Convention on the Rights of the Child. These rights are all the things that children need to make sure that they are healthy, happy and safe. These values are linked to British values.

This policy aims to:

- help children to develop a sense of self-discipline and an acceptance of responsibility for their own actions
- use positive reinforcement to promote appropriate behaviour
- support children in the development of skills needed to deal with various situations
- support the children who are the recipients of aggression as well as dealing with the aggressor
- try to avoid exclusions
- create the conditions for an orderly community in which effective learning can take place, in which there is mutual respect between all members, and where there is proper concern for the environment.

Each class create and display their own agreement which promotes a positive learning environment for all children. The behaviour blueprint is visible in each classroom as a reminder to all children and staff.

The Playground Charter is set out for the playground and lunchtime and is on display in the playground. Children are reminded of this yearly and as necessary.

## **In the classroom**

All classes will have a Class Agreement which is a set of the negotiated expectations, written in positive language which is age appropriate to the children. These will be visible in the classroom so that any adult including visiting teachers are aware of them. This is linked to the Home School Agreement.

If the Class Agreements are broken children need to know what the consequences will be. Positive behaviour should be recognised, rewarded and therefore reinforced.

The majority of children will be keen to work and will be engaged with their task for the majority of the time. The majority of off task behaviour is non-disruptive and simple redirecting techniques can bring children back on task very quickly reducing the likelihood of disruptive behaviour.

Techniques such as:

**The look** -give the look that says 'I'm aware of your behaviour and disapprove' this is an effective way of redirecting non-disruptive off task behaviour.

**Proximity praise** -focus on the behaviour of the children around the child who is off task.

**Redirecting** -just mentioning the child's name when talking can be enough to bring them back on task.

**Physical proximity** - re-direct the child back on task simply by walking over and standing close by, the child will know you have arrived and will respond. As soon as the child is back on task find an opportunity to praise him/her.

**Hints for staff:**

- be positive, and have high expectations of children's behaviour
- respond positively to appropriate behaviour
- start every day new - don't keep referring to previous behaviour
- make sure the child knows it is the behaviour not the person that you do not accept
- avoid confrontation -'do this by the time 1 count to 3' - (what happens if they don't) say 'I do not like what you are doing' rather than ' stop that at once.'

It is expected that class teachers take the lead role in managing the behaviour of their class. Reoccurring low level or disruptive behaviours will be referred to the Key Stage Lead, Deputy Head and then Headteacher.

Further sanctions if no improvement in behaviour:

- internal exclusion fixed term from starting with single lesson (working in other class - no contact with peers)
- lunchtime exclusion (if unacceptable behaviour is at lunchtime)
- fixed term exclusion
- permanent exclusion

Permanent exclusion is a final resort when the school is absolutely certain that everything, which can be done for the child and the parents, has been done.

Dangerous behaviours will always be referred straight to the DHT / HT. Reoccurrence of dangerous behaviours may result in the need for a individual risk management plan. This will involve anxiety mapping and completing roots and fruits. Parents will be involved at every stage of this process.

**Reflect, Repair Restore forms**

These forms should be completed by any school adult for all behaviour incidences which include more than one child as well as all dangerous behaviours.

Completed forms are handed to the class teacher who then files them in the office.

All classes will use circle time as a way of developing a co-operative classroom and as a forum for discussion, including behaviour.

**Rewards**

Our policy is based on rewarding children for acceptable behaviour mainly through praise, thus encouraging others at the same time e.g. 'Thank you for walking' ..... is ready, well done!' We do not say these positive things if there is not good behaviour to praise, it is meaningless to the children. Where possible we inform parents of commendable or improved behaviour so that they don't only see us when their child has misbehaved. Teachers will give house points in recognition of good work, behaviour, manners, helpfulness... Friday assembly is a celebration of achievement and merit stickers can be given for positive things - work, attitude, behaviour. Occasional class rewards of extra break may be given on a Friday.

**Lunchtime**

The Class Agreements are displayed prominently around the school. Mid-day Supervisory Assistants will refer to these and the Playground Charter when they are dealing with playground incidents at lunchtime.

The steps for unacceptable behaviour at lunchtime are broadly the same as for unacceptable behaviour in the classroom but it is possible that the DHT/HT would be involved with lunchtime incidents. The MSA's record incidents on reflect, repair restore forms. These are passed to the class teacher before being filed in the office.

### **Strategies and Sanctions**

**Calming down** - allow time for the child to calm down, remove them from the situation, then, at a suitable moment talk the incident over in detail and write it down.

**Listen** - aim to be a good listener; children may be able to modify their behaviour more easily if they are encouraged to talk about:

- what they have done,
- what they should have done and
- what they will do next time.
- Completing a reflect, repair restore form will give children the opportunity to do this. It should be completed as close in time to the incident as possible but children must have had sufficient time to calm down first.

Getting a 'telling off' from an adult with no chance to talk, will not encourage this development.

**The curriculum** - this will support the children - through circle time and PSHCE. Behaviour has to be taught, therefore all consequences must have an educational effect.

**In-school exclusion** - occasionally children who are persistently disruptive will be removed from their class and will have to work in another room with the minimum amount of attention. This can be for a single lesson or for longer.

At Goffs Oak we believe that the disruption of learning time shows a lack of respect for other people and must be dealt with. This is crucial in order to maintain the rights of other class members to learn without disruption. The teacher will discuss the unacceptable behaviour with the child at a time when s/he is no longer disruptive to the group.

### **Inclusion**

Some children come to our school with particular behaviour issues. We have a special responsibility towards these children to understand them, and with appropriate support, to target our resources to meet their needs. It is very true that 'all behaviour is a means of communication' and the responsibility is for adults to understand what it is they are trying to communicate to us by their behaviour. Where particular support is required, a Pastoral Support Plan (PSP) is drawn up with the support of the SENCO, parents and external agencies (eg Behaviour Support Service, Educational Psychologist) to ensure that these children can modify their behaviour, access the curriculum and participate fully in school life. Where it is deemed necessary Individual Risk Management Plans will be used to keep children and adults safe.

### Visible Consistencies

- Staff meet and greet children in the mornings.
- Staff accompany children to the playground at playtimes and dismiss the class at the end of the day. At playtimes, there will be an adult on duty before children are left.
- Staff notice and respond to good behaviour exhibited by children from across the school.
- Staff intervene whenever incidents occur – following Restorative Approaches where possible.
- All staff challenge children who are not behaving appropriately in a non-confrontational way—using key phrases as needed.

## Behaviour at Goffs Oak



Children who exhibit **over and above** our behaviour expectations and demonstrate the values of the school can be awarded the merit in assembly. This would be when pupils show extraordinary behaviour and character that are not prompted by the teacher or self-reported.

E.g. Being an excellent role model; considering others' feelings; continually showing good manners; always treating others kindly; a constant willingness to help others.

Each term there are 'Star Student' awards given to pupils who have applied themselves consistently behaviourally and academically.

### Sanctions

If behaviour is not meeting expectations the teacher will give you a look or a sign.

If you continue to not meet expectations the following steps will be taken

1. **Reminder**—You will be reminded why your behaviour is not meeting the standards.
  2. **Warning**—You will receive a verbal warning and given a chance to improve your behaviour.
  4. **Time out or move in class**—You will be moved in class or have time out in another classroom.
  5. **Repair**—You will discuss your behaviour with your class teacher and consider how best to repair the behaviour.
- If you are sent out of your classroom repeatedly, your teacher will speak to your parents.

If your behaviour does not improve you will discuss this with Mrs Hart or Miss Matthews and your parents will be contacted.

### All staff will:

- be positive, and have high expectations of children's behaviour
- respond positively to appropriate behaviour
- start every day new—don't keep referring to previous behaviour
- make sure the child knows it is the behaviour not the person that you do not accept

### Some Key Phrases to use

I've noticed that ...  
I need you to ....  
Thank you.  
How can we change this situation to make things better?  
What do we need to do now?

### Restorative Talk

What has happened from your point of view?

What were you thinking / feeling at this time?

Who else has been affected by this?

What do you need right now?

What can you do / can be done to put things right?