



# **GOFFS OAK PRIMARY AND NURSERY SCHOOL**

## **BEHAVIOUR POLICY**

# **GOFFS OAK PRIMARY SCHOOL**

## **BEHAVIOUR POLICY**

### **Introduction**

At Goffs Oak, we aim to use a therapeutic approach to -

- Understand the world in which each child lives.
- Teach children to understand that their behaviour has an impact on themselves and others.
- Help children achieve self-regulation, tolerance and respect.
- Provide an environment where pupils feel safe, are happy and that supports learning.
- Be consistent.

We believe that good behaviour and self-regulation is based on mutual knowledge and respect. It is expected that some children might test the boundaries. Positive reinforcements should have a place in achieving acceptable behaviour but it must be recognised that consequences will result when children do not accept and follow the behaviour expectations and rules of the school.

As a school we follow the Herts STEPs approach to behaviour. STEPs tutors within the school receive an annual update. Tutors provide training advice for all staff. It is expected there will be a minimum of two STEPs tutors in the school.

Acceptable standards of behaviour, work and respect require us all to model by good example. High standards for politeness are expected. Respect is given and expected in return. We believe respect is fundamental to all positive relationships and is taught by modelling. At all times, we seek to work in partnership with the child and their parents/carers to achieve our aims.

### **Ethos and Values**

Our rules are concerned chiefly with safety, the happiness of the child and preparing for life in society. We require children to follow our expectations and demonstrate the following pro social behaviours.

- Always treat others in a way you would wish to be treated yourself.
- Enable good learning for yourself and others.
- Take responsibility for what you say and what you do.
- Take pride in all you do at school.
- Talk to each other, teachers and other adults in a respectful, polite and friendly way and listen to others.
- Make sure you always show good manners around the school and in the playground.
- Use every opportunity to act as an ambassador for the school within school itself and in our local community.
- Treat school equipment, classrooms, grounds and the school environment with respect and care.
- Always ask first before borrowing anything.
- If someone provokes you, move away from them, or if you find it hard to regulate yourself, find an adult to help you
- Wear your school uniform smartly and take pride in your appearance including your PE kit.
- Follow safety rules to ensure everyone is and feels safe by following the classroom rules which are displayed in every classroom and referred to by all adults in the school.

Teachers are expected to discuss and agree the classroom rules at the start of the September term. These are published and referred to in all classrooms on a display. Children work together to ensure this display reflects their individual character.

### **Logical consequences**

For those few pupils who present with difficulties in meeting our expectations in lessons and in social times, we will always consider the age and stage of the pupil. Where expectations are not being met, this will result in an educational consequence. The school works to the ethos that some employment of initial tactical ignoring may be used if the behaviour is only impacting on the learning of the individual themselves. Targeted questioning may be used to re-engage the learner. We appreciate that all children are different and the key behaviour management tool is rooted in the positive relationships between adults and children that have been formed therefore there may be some specific strategies that can be accommodated with this.

In all cases of inappropriate response/ behaviour, an adult will try to talk to the child to try to find out what has happened.

For those children who have a disability and/or a Special Educational Need, or are in a vulnerable group, we recognise that it will be necessary to make some reasonable adjustments, which reflect advice given by external professionals, when implementing our behaviour policy.

Once a child is calm, relaxed and reflective, an experience can be re-visited with an adult. The adult may ask the child questions to:

- Explore what happened
- Establish what people were thinking and feeling at the time
- Consider who has been affected and how
- Think about how relationships can be repaired
- Summarise what has been learnt and what future responses might look like
- If there are other children involved, a restorative justice approach might be taken to support the repairing of relationships.

### **Managing Behaviour**

Where expectations continue to be ignored, strategies are used and consequences are put in place. Please refer to the behaviour sequence chart for an outline (appendix 2). Following the STEPS de-escalation staff will first seek the support of the Key Stage Leader, followed by the Deputy Head and finally the Headteacher. In cases of persistent disruptive behaviour or where there are very serious singular instances, the consequence might be a fixed term or permanent exclusion. Decisions in these cases are not made lightly and are informed by Local Authority and national guidance. Parents are informed of the decision and reasons for the exclusion. In line with good practice, a reintegration meeting is offered to the parents and child on the return to school.

## **Praise, Reward and Celebration**

Children are encouraged to develop an understanding that their positive behaviour can be rewarding in itself and can also bring about positive experiences and feelings in others. When they are 'doing the right thing', engaged and learning, we use specific strategies. This can be done in a range of ways and is commonplace in every classroom.

### *Feedback to Learning*

Children are encouraged, through our Feedback to Learning Policy, to discuss the success within their work with their teacher in the lesson. This then gives the teacher the chance to praise in the moment and for the children to understand where they have been successful.

### *House Points*

Children are grouped into 4 house teams when they join Goffs Oak. Our main form of reward is through our house point system. This is a collective initiative that ensures children build a sense of teamwork. Children regularly receive house points that link to the behaviours we expect and these are shared in our weekly assemblies.

### *Weekly Merits*

At the end of each week 2 children are chosen from the class to receive the Merit. This is an award that signifies an outstanding achievement – either academically or personally. This is then shared with the parents on our Seesaw platform explaining the reasons why those children were successful.

### *Headteacher's Awards*

At the end of each term 2 children are chosen from each class to receive the Headteacher's Award. This is given to children who have shown notable success across the entire term and this is celebrated within our end of term assemblies. Children receive a certificate from Mrs Beck and this is shared on our Seesaw platform for parents to see.

## **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 Deputy Headteacher and Headteacher would be involved with lunchtime incidents. The MSA's record incidents on CPOMS.

# BEHAVIOUR AT GOFFS OAK

## READY, RESPECTFUL, SAFE

### VISIBLE CONSISTENCIES

- Staff meet and greet the children in the mornings
- Staff accompany children to the playground at playtime and dismiss the class at the end of the day
- At playtime there will be a member of staff on duty before they 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.

### POSITIVE BEHAVIOURS

Children who exhibit over and above our behaviour expectations and demonstrate the values of the school can be awarded the merit in assembly on Fridays. This would be when the 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 is a Head Teacher's Award given to pupils who have applied themselves consistently behaviourally and academically.

### 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 and not the person that you do not accept



### SANCTIONS

If behaviour is not meeting expectations the teacher will give a look or sign. If you continue to not meet the 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 be given a verbal warning and given chance to improve your behaviour.
3. **Time out** - You will be moved in class or have a timeout in another classroom
4. **Meet with an adult** - if your behaviour doesn't change and it continues to not meet the standards you will be sent for a discussion with either Mrs Fryer or Mr Wilkie. This will progress to Mrs Hart and then Mrs Beck if there are still no improvements
5. **Parent meeting** - if you are unable to regulate your behaviour a meeting will be arranged with your parents.

### SOME KEY PHRASES

*I've noticed that...*

*I need you to...*

*I'm here to help.*

*How can we change this situation to make things better?*

*Do you want to talk to me here or in the book corner?*

*Let me know when you're ready to talk.*

*Thank you for stopping.*

### RESTORATIVE TALK



*What happened from your point of view?*

*What were you thinking/ feeling at the time?*

*Who else has been effected by this?*

*What do you need right now?*

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

## Appendix 2

|           |                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1</b>  | A non-verbal/verbal indication is made so the child is aware that the expectation is not being met.                                                                                                                                                                                                                                                                                                                                          |
| <b>2</b>  | A second indication may be given. A short discussion with a member of staff may be sufficient for the child to reflect on their behaviour choice and amend it.                                                                                                                                                                                                                                                                               |
| <b>3</b>  | If a child continues with the unacceptable behaviour, they are given a simple choice, e.g. <ul style="list-style-type: none"><li>• “You can talk to me here or talk to me in the library/office/other location.”</li><li>• “We can complete the work now or when you are ready but it does need to be completed.”</li></ul>                                                                                                                  |
| <b>4</b>  | If there is continued non-compliance, a move will be made to de-escalate the situation in the moment, providing the child is not causing harm to themselves or others (e.g. stopping the learning), and addressed later.                                                                                                                                                                                                                     |
| <b>5</b>  | Where a child has become anxious staff will follow the STEPS guidance and use phrases such as: “I can see something has happened. I am here to help. Talk to me and I will listen.”                                                                                                                                                                                                                                                          |
| <b>6</b>  | If the non-compliance continues the staff will liaise with the Key Stage Lead 2 (Year 3-6) Key Stage Lead 1 (EYFS Year 1 & 2), followed by the Deputy Head, followed by the Headteacher.                                                                                                                                                                                                                                                     |
| <b>7</b>  | If there is a regular occurrence of unacceptable behaviour, senior leaders will be informed and the parents/carers will be contacted and invited into school to discuss the situation with the class teacher. Strategies may be used to map and analyse behaviour, e.g. using STEPS resources e.g. Anxiety Mapping/Roots and Fruits resources.                                                                                               |
| <b>8</b>  | If there is persistent unacceptable behaviour (a pattern has formed) and some pastoral work has already been undertaken with little impact, then an individual behaviour plan might be used. Should this be ineffectual, then, with parental consent, a referral may be made for advice or support to outside professionals. At this point, or in the process of the above, an Educational Health Care Plan may be considered for the pupil. |
| <b>9</b>  | Internal exclusion - parents/carers advised.                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>10</b> | Fixed term external exclusion imposed, following Department for Education and Hertfordshire guidelines. Parents/carers advised and formal letter provided.                                                                                                                                                                                                                                                                                   |
| <b>11</b> | Permanent exclusion, following Department for Education and Hertfordshire guidelines. Parents/carers advised and formal letter provided.                                                                                                                                                                                                                                                                                                     |