

Behaviour Policy

Review date:	February 2017	Revised by:	Marie Cameron
		Governor responsible:	Bevan Rundle

School Aims:

At Grampound Road Primary School we aim to give all pupils:



- + Access to a rich curriculum which enthuses and equips them for life as citizens in the 21st century.
- + Opportunities to explore their own developing Christian faith and to have respect for the faith of others.
- + High self-esteem by feeling valued as a member of our school.
- + A sense of fair play, treating others with dignity and respect.
- + The chance to enjoy taking part in a vibrant, forward looking school, moving their learning forwards.

Grampound Road Primary School Motto is: Nurturing God's gifts with compassion and drive so that all our children succeed, learn & thrive.

General policy statement:

All staff, governors, volunteer helpers, students and visitors need to give due regard to all of the policies and practices adopted by the school. Whilst it is acknowledged that people other than staff cannot be expected to read every policy before a visit to the school, it may be that further guidelines are necessary upon arrival. All staff carry responsibility for the welfare and success of the pupils in our school. Staff will advise anyone who is working alongside us of the necessary protocols, procedures and policies we follow.

Rationale:

We are a THRIVE school. For us this means that we are embedding THRIVE within our ethos and THRIVE approaches across our whole setting.

We aim to continually deepen our understanding of how social and emotional learning develops and can be supported and how this underpins our capacity and availability for wider academic learning. We recognise this is core to our work as a school.

All of our staff have some training with regular CPD in order to deepen their knowledge further. Marie Cameron Head of School/ Rachel Mosely Trust SENDCO have undertaken the Thrive Licensed Practitioners which represents a minimum of ten days professional development. Further training will be undertaken to embed this and deepen

all staff's knowledge. Our school environment, resources, learning approaches, timetable and planning are all informed by our understanding of how importantly each impacts on social, emotional and academic development and learning. Drawing all these elements together is a long term vision for the school.

We recognise that behaviours can be learned and within our cognitive awareness, but also that they can be unconscious, patterned, non-problem solving defence or discharge responses and might feel overwhelming. Attentive, observant adults working in relationship with children are required in order to recognise behaviours, identify the underlying needs and respond in appropriate ways.

We are very clear that everyone has the right to feel safe, feel special and to have their needs met. Therefore, our Behaviour Policy reflects the deeper, important social and emotional learning that each child needs to develop, both personally and within our community, where consistent containment aims to ensure that one individual's need and learning does not adversely impact on another's.

We are a community with a commitment to tolerance and inclusion.

The development of positive social, emotional and learning behaviours is at the heart of our Behaviour Policy.

Social and emotional competencies have been found to be a more significant determinant of academic achievement than IQ.

Duckworth and Seligman 2005




School based programmes of social and emotional learning therefore have the potential to help young people acquire the skills they need to make good academic progress.

British Educational Research Journal 2013

OUR SCHOOL RULES

The pupils must be given clear boundaries and expectations.

The rules we live by are:

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

Class Rules

Each class writes and agrees a set of class rules, which are appropriate to the age and capabilities of the children. These are kept to a realistic number and worded positively. The children are taught the meaning of rules through discussion and example.

Aims:

Being able to understand, regulate and manage emotions, to apply thinking between feeling (sensation and emotion) and action, and to increasingly show empathy and understanding to others is core to our learning.

We aim to enable pupils to experience challenges, succeed in their learning and have a sense that learning can be fun and relevant to their lives; to become independent, self-aware learners – socially, emotionally and academically, to be enthusiastic and foster a willingness to take risks.

From the earliest opportunity pupils will be encouraged to build tolerance, make good choices and take responsibility, in readiness for them taking their place in society.

Gaining a sense of pride and building self-awareness through planned and incidental social and emotional learning and positive experiences is part of the ethos of our school.

This is also the backdrop to our positive behaviour policy.

Strategies:-

See our Behaviour Procedures

Approaches to developing positive behaviours:-

High quality, differentiated education which involves pupils, builds on success, ensures progression, involves and informs parents;

For social, emotional and academic learning to be recognised, planned for and with explicit descriptive feedback across the day, within the classroom and during transitions and play times;

For whole class THRIVE screenings and online tools to enable a strategic response to individual, group and cohort development, and therefore plan next steps.

Our Christian distinctiveness holds firmly in line with our commitment to learning in relationship, with Acts of Worship, Open the Book and R.E. deepening our beliefs and understanding.

Programmes of Citizenship and PSHE, (Personal, Social, Health and Education) used as rich opportunities which are part of all areas of school life and learning;

To encourage children to recognise sensations and therefore emotions, to manage their feelings by separating feelings and actions and allowing opportunities for thinking to take place between the two;

For children to become increasingly self-aware, taking responsibility for themselves and their actions in age appropriate ways;

To recognise and use incidents which are against our School Rules and agreed expectations as an opportunity for learning, both for pupils involved and for adults planning next steps;

Where need is identified, for structured, tailored, group and individual programmes, creative activities and outdoor learning to be incorporated into action plans;

Any plan of action is agreed and shared in a working partnership with parents and carers;

For individuals with Special Needs (SEND) to be recognised within our behaviour systems with appropriate scaffolded support to ensure they can manage within boundaries that are recognised as fair and consistent for all.

Varying groups and working with different members of our school community to build tolerance and inclusion.

The way we reinforce positive behaviour choices to be based on our positive, clear and consistent responses within boundaries that offer safe containment;

Supporting pupils appropriately may require adults to develop and employ new skills;

Pupils need to know explicitly what behaviour is expected in different circumstances;

The consequences for appropriate and inappropriate behaviour choices to be agreed and known to all involved;

Using Fixed Term Internal or External Exclusions may all be part of a positive behaviour approach;

Adults to be observant, open and inclusive, act as role models, particularly in how respect is shown, and co-regulators as needed;

We reward positive behaviour, challenge inappropriate behaviour and set achievable targets for development;

Our School Rules, expectations around behaviour, rewards, sanctions and opportunities for pupil roles and responsibilities are revisited, reviewed at regular intervals and agreed by all.

THRIVE:

THRIVE is a dynamic, developmental approach to working with children that supports their emotional and social wellbeing. It is based on the latest research in neuroscience, attachment theory and child development, drawing on research into the role of creativity and play in developing emotional resilience.

Knowledge of the social and emotional learning that takes place age appropriately supports the school in planning experiences, activities and opportunities to underpin each one. It reinforces our understanding that learning happens across the whole day, especially in break and play times where less structured interactions and experiences enable pupils to develop their social and emotional learning and apply skills that are vital for healthy development.

Learning to be skilful in relationships and ready for challenges requires experiencing, descriptive feedback, reflection, modelling and teaching from adults and peers. Addressing early emotional developmental needs builds resilience, decreases the risk of mental illness, prepares children to take their place within a community and equips them to be ready and willing to learn.

Life events can introduce episodes which become interruptions in some children's development. The Thrive programme supports staff in creating a differentiated provision in response to need with reparative strategies as part of systematic, carefully planned actions.

At Grampound Road Primary School we use Thrive for all pupils age appropriately woven within and across the day as 'right time learning'. This is within class led by class teachers and underpinned consistently by all staff across our whole provision. This creates a readiness for learning, an ability to show empathy and understanding of others and builds an inclusive community.

Thrive is also used in response to identified or emerging need for an individual or group as 'key time learning'. In these cases the school works with parents and carers on agreed action plans reviewed and revisited as part of a structured programme.

Find out more about THRIVE at: www.thriveapproach.co.uk

In line with our inclusion approaches, wherever possible, all children and parents are welcome at our school.

Our policy is to support all individuals within our community and action will be taken if features of any behaviour impacts on others or inhibits learning