

Grampound Road Village CE School

Behaviour Policy

Reviewed Next review	October 2018 October 2019	Revised by: Councillor responsible:	Claire Gabriele Tracey George
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At Grampound Road Village CE 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 Village CE School Vision: Nurturing God's gifts with compassion and drive so that all our children succeed, learn & thrive.

General policy statement:

All staff, councillors, 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 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. 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

Each and every child is valued at Grampound Road Village CE School as a unique individual and is supported and encouraged to achieve the school's high expectations of good behaviour. Every member of the school community is responsible for modelling and promoting these high expectations of behaviour both in and out of the classroom.

Aims:

- The policy aims to help children 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.
- Children will gain a sense of pride and build self-awareness through planned and incidental social and emotional learning and positive experiences; this is part of the ethos of our school.
- We aim to help children develop into people with a clear sense of responsibility and an understanding of their place in the world.
- We provide a Christian environment and instil a Christian ethos that enables us to love our neighbour.

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;
- 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;
- The consequences for appropriate and inappropriate behaviour choices to be agreed and known to all involved;
- 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;
- Using Team Teach / physical intervention may all be part of a positive behaviour approach
- Using Fixed Term Internal or External Exclusions may all be part of a positive behaviour approach;

Strategies:

Behaviour Agreement

When a child demonstrates appropriate behaviour:

The positive behaviour will be named and a reward will be given using the rays of the traffic light system:

1. My teacher will praise me and I might get a sticker.
2. I will earn Class Dojo points.
3. I will earn a BLP certificate.
4. I might get a 'values' token.
5. A note or text message might go home to my parents.
6. I can contribute to a whole class reward.

When a child demonstrates inappropriate behaviour:

A verbal warning will be given to name the inappropriate behaviour and enable the child to reflect on the behaviour and make the right choices. Should the child continue to make poor choices, his/her name will move to amber and then red on the traffic light. A child always has the opportunity to move back to the green light.

Children can go straight to 'red' if the teacher feels the behaviour is serious. An ABC form needs to be completed if a child goes straight to 'red'.

Should a child find him/herself on 'red', the child needs to have reflection time outside of the classroom. This will be logged in the child's reflection book. Any work missed needs to be made up in the next break time.

If a child has **4 reflections**, a letter will be sent to parents notifying them of the 4 incidents resulting in reflection.

If a child has **8 reflections**, a letter will be sent to parents notifying them of the 8 incidents resulting in reflection and will be invited in to school for a meeting with the Head of School.

Physical Intervention

A decision to use physical intervention to support a child should be based upon a dynamic risk assessment. The use of force is likely to be legally defensible when it is required to prevent:

- self-harming
- injury to other children, service-users, staff or teachers
- damage to property
- an offence being committed and
- in school settings, any behaviour prejudicial to the maintenance of good order and discipline within the school or among any of its pupils.

In these instances the Lighthouse Room, Godrevy, Pendeen or the office can be used as a means of

- (a) helping the pupil to manage their own emotional state;
- (b) reducing the danger to staff/pupils and or removing the disruptive behaviour from the body of the school;
- (c) reducing the need for prolonged use of physical intervention.

Serious breach of the school rules and Behaviour Policy

For a serious breach of the school rules and Behaviour Policy the Head of School or Assistant Head of School can issue a consequence:

- Exclusion from an after school club
- Exclusion from a visit
- Exclusion from a special visitor
- Internal half-day exclusion (working away from peers)

These consequences can be put in place for a child who:

- puts other children/adults at risk from their behaviour
- demonstrates complete non-compliance
- self-exits the school building and/or grounds,
- puts themselves at risk from their behaviour
- extreme physical aggression towards others
- bullying behaviour

The decision on the appropriate consequence will be made by the Leadership Team and will be dependent on the specific incident. An ABC form will be completed.

If a child receives **three** of these consequences, the parents will be invited to attend a meeting with the Head of School, class teacher and any other relevant parties to agree a short term behaviour plan which will include a home/school diary (15 school days).

If a child's behaviour continues to cause concern, the following options will be considered: Special Educational Needs will be reviewed, eg. School support, multi agency involvement, managed

move to another school, Educational Welfare Officer, involvement of Police Community Support Officers.

Fixed term exclusion will be used where the school Behaviour Policy is severely breached, where there is persistent disruptive behaviour and lesser consequences are deemed inappropriate. Fixed term exclusions may be used if the child is putting other children or adults at risk of harm by their behaviour or if they have caused damage to school property. The CEO is the only person who can authorise a fixed term exclusion. Please refer to the Exclusion Policy for further information.

If three fixed term exclusions have occurred within the academic year, a plan will be put together. If the Head of School, School Monitoring Council and CEO are not satisfied that progress has been made by the end of the plan, permanent exclusion may be considered.

Permanent exclusion is always a last resort. A decision to permanently exclude will only be taken if there is a serious breach of the Behaviour Policy; and if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Exclusion of pupils from school:

Exclusion is a sanction used by each school within the MAT, only in cases deemed as serious breaches of the School Behaviour Policy. A Fixed Term Exclusion from a school can only be authorised by the Head of School with authority from the CEO. If neither are available to authorise the exclusion, a decision should be deferred until the opportunity for authorisation is available. A Permanent Exclusion can only be authorised by the CEO and must only be done after consultation with the Chair of Directors concerning the intention to impose this sanction, although the final decision rests with the CEO.

Please refer to the Exclusion Policy for more information.

Other school policies that support this policy: Children in Care, Complaints, Child Protection and Safeguarding, Anti-Bullying, Use of Physical Restraint, SEN local offer, Code of Conduct for parents, Single Equality Scheme, Intimate Care.

Our school recognises that radicalisation is a safeguarding issue and has clear procedures in place to assess the risk of, and protect, our pupils from being drawn in to radicalisation. We recognise that general safeguarding principles apply to keeping children safe from the risk of radicalisation as set out in the relevant statutory guidance.

Updated 29/10/18

