



We are all part of God's vine and are rooted in His rich soil. We are nurtured and supported so that we may grow and spread out into the world to love and to serve.

I am the vine; you are the branches. If you remain in me and I in you, you will bear much fruit. John 15:5

Goring Church of England Primary School Pupil Behaviour Policy

Policy approved by full Governing body on:

8 July 2020

Signed Chair of Governing Body
Review Date ...April 2021

To conform with the requirements of GDPR (General Data Protection Regulation) all data is handled according to the terms of our Privacy Notice. A copy of this is available on our school website.

Belong

Jesus said 'where two or three gather in my name, there am I with them'.

Matthew 18:20

Believe

God loved the people of this world so much that he gave his only Son, so that everyone who has faith in him will have eternal life.

John 3:16

Achieve

I can do all things through God who strengthens me.

Phillippians 4:13

Introduction

At Goring Church of England Primary School, we believe that we all belong to God's family. We aim to develop confident learners who take ownership of their learning and are proud of their achievements. We believe that every child is entitled to enjoy their childhood. We seek to do this through learning together in a secure, welcoming, happy and healthy environment, where we have high expectations of each other and embrace exciting challenges that inspire and motivate us to achieve in all areas of our lives. Our school community is encouraged to develop a passion for lifelong learning, to contribute to our global society, and to be generous and inclusive in our friendships. Our Christian ethos and our sense of belonging to one community encourage kind, thoughtful and respectful behaviour where everyone's contribution is valued, and where diversity and what makes us all individuals are celebrated.

Aims of this policy

We work in partnership with St Thomas' church to ensure that there is a spiritual dimension to the lives of our learners. We are a welcoming school and we demonstrate the commandment of loving our neighbour by ensuring that we offer hospitality to all, regardless of race, religion, gender, sexuality, ability or background. We believe that the experience a child receives at primary school is crucial in establishing the quality of personal relationships and the right attitudes to school and learning. None of these aims will be achievable or sustainable without the establishment and maintenance of good discipline throughout the school. Therefore, this policy is designed to support the school's aims and to promote good relationships, so that people can work together with the common purpose of helping everyone to learn in a community where all individuals are valued as God's children.

The school's shared values about behaviour

At Goring C of E Primary School we believe that:

- the way pupils and adults behave depends on the way they feel about themselves;
- the way pupils and adults feel about themselves depends on the way in which those around them respond to their behaviour;
- we promote principles and standards that act as guides to behaviour;
- positive approaches to behaviour management through reward systems and positive recognition, combined with clear systems and procedures for dealing with more challenging behaviour, is the most effective.

Goring C of E Primary School does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, the incident is recorded and we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear (see Anti-bullying Policy for further information).

The celebration of achievement

We believe that children need to have a positive self-image. This policy therefore seeks to improve children's self-esteem and we do this through the celebration of achievement. Achievement can be observed by the following:

- making pupils aware of success throughout the lesson;
- positive comments on their work;
- asking pupils to show work to other members of staff including the Headteacher;
- pointing out examples of achievement to other children;
- using assemblies to share success;
- displaying work in the school and recording success through such forms as photography.

Rewards and sanctions overview

We aim to create a healthy balance between rewards and sanctions with both being clearly specified. Pupils should learn to expect fair and consistently applied sanctions for inappropriate behaviour. All systems are flexible to take account of individual circumstances. At all opportunities, we seek to demonstrate the Christian value of forgiveness.

Included in this policy are suggestions for behaviour management techniques (see 'sanctions' below). All class teachers should operate a stepped approach to sanctions, which allow children to identify the next consequence. Children, for whom this approach is not appropriate, will have an

individual plan detailing alternative rewards and sanctions. It is vital that parents are fully aware of rewards and sanctions so that home and school can work together in an informed way and children experience a consistent approach.

Rewards

The majority of children are well-behaved and hard-working and this should be acknowledged.

Rewards may involve:

- verbal praise;
- non-verbal praise;
- special privileges and responsibilities;
- certificates;
- house points;
- house points linked to the school's value system;
- showing work to other teachers;
- contact with parents verbally, by letter or showing work.

Sanctions

Despite positive responses as a means to encouraging good behaviour in Goring C of E Primary School, it may be necessary to employ a number of sanctions in order that the aims of this policy are met, and to ensure a safe and positive school environment. As with matters relating to reward, consistency is vital and should be appropriate to each situation. This policy is designed to empower both teaching and support staff in our mutual desire to create a just, secure and happy learning environment. When dealing with all forms of inappropriate behaviour, teachers should follow these three overriding rules:

Be calm – children should be dealt with calmly and firmly, referring to what the action is and why the action is being taken.

Logical consequences – a logical consequence is a sanction that should “fit” the offence. It generally has two steps. The first is to stop the misbehaviour. The second is to provide an action that recalls children to the rules, reinstates the limits, and teaches alternative behaviours.

Fresh start – although persistent or serious misbehaviour needs recording, every child must feel that every day is a fresh start and that the Christian value of forgiveness has been demonstrated.

It is imperative that any sanction is applied fairly and the consequences fully explained.

If the class/school rules are broken, the following sanctions may be taken (sanctions will be differentiated according to the needs of the child):

- Children will be given a verbal warning by the class teacher, teaching assistant or midday supervisor.
- Children may be made to stay in for part of a break time or lunchtime and complete a task that the teacher considers to be an appropriate sanction.
- After a combination of the above sanctions children may then be sent to the Headteacher or Deputy Headteacher and their parents informed (except in extreme cases of inappropriate behaviour when immediate removal to the Headteacher is necessary).

- More serious behaviour may involve meeting with parents.

Extremely poor behaviour must be reported to the Headteacher or Deputy Headteacher immediately. A letter will be sent home or a phone call made to the parents. For continued unacceptable behaviour, or in the event of serious verbal or physical violence, the child may be excluded from school. This could take the form of a fixed-term exclusion, or on rare occasions may take the form of a permanent exclusion (see 'fixed-term and permanent exclusions' below).

Lunchtime sanction

If a child's behaviour has been deemed unacceptable by the Headteacher or Deputy Headteacher during break or lunch then the pupil will miss part, or all, of their break the following day and their parents will be advised.

Extra-curricular activities

If a child's behaviour has not been acceptable during an after-school activity that has been arranged by the school, then the sanctions in Appendix A may be applied. The decision may be made to permanently exclude a child from the activity.

Fixed-term and permanent exclusions

Only the Headteacher (or the acting Headteacher) has the power to exclude a child from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. In the event of considering a fixed-term or permanent exclusion, Local Authority guidelines will be referred to and, where appropriate, protocols relating to the exclusion of looked after children followed. See Appendix B for examples of behaviour that may warrant exclusion.

If the Headteacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Headteacher informs the Local Authority and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot exclude a child or extend the exclusion period made by the Headteacher.

The governing body has a discipline committee whose role is set out in strict guidelines whenever a child is excluded from school. The Headteacher is not a member of this committee.

Recording, monitoring and evaluating behaviour

Classroom

Although teachers are free to choose their own behaviour management system, it is imperative that children are aware of the next consequence or sanction. In each classroom there is listed a set of rules appropriate to that age and these rules are used to reinforce positive behaviour. Where positive behaviour is exhibited then house points, and/or certificates are awarded and each week the house cup is awarded for the house with the most points. The values for the term are displayed

in the classroom. Staff praise children when they see that they are displaying the values. All classes have a behaviour log and incidents of unacceptable behaviour are recorded in the log. The Headteacher regularly monitors the behaviour logs. Every class has a feelings box. This box enables children who are less confident in expressing how they are feeling to be able to share their concerns. Staff regularly monitor the box and take any necessary action.

Break and lunchtimes

Incidents of persistent disruptive behaviour are reported by the midday supervisors to the class teacher in question or, if the action is serious, the Headteacher or Deputy Headteacher is informed. Ways of dealing with various misdemeanours are listed in Appendix A.

Roles

The role of the School Council, Eco-Schools Group and the Healthy Schools Group

The School Council meets monthly. It consists of children from Years 1–6, with two children elected from each year. The Healthy Schools Group is involved in running the annual anti-bullying week and in the appointment of Peer Mediators. The Eco-Schools Group plays an active part in engaging all children to take responsibility for the school environment. The names of all children involved in these groups are displayed on their respective noticeboards.

Peer Mediators and the School Council play a major part in deciding on activities that spread a positive message around the school. It is envisaged that they will play an important role in implementing the rules. Peer mediators are trained and qualified to mediate between consenting parties resolving low level disputes. The peer mediators are fully supported by the lunchtime staff.

The role of parents

Parents have a vital role to play in their children's education. It is very important that parents support their child's learning and cooperate with the school. We are very conscious of the importance of having strong links with parents and good communication between home and school. Thus, the school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We expect parents to behave in a reasonable and civilised manner towards all school staff. Incidents of verbal or physical aggression to staff by children/ parents/ guardians/ or carers of children in the school will be reported immediately to the Headteacher who will take appropriate action. See also the Parent Code of Conduct in the Home–School Agreement.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. The Headteacher may then be involved and, if the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal complaint or appeal process can be implemented.

The role of non-teaching staff

All school staff have a responsibility to uphold the behaviour policy.

Non-teaching staff should ensure that children move sensibly and quietly through the school at all times, helping to ensure a calm atmosphere in the corridors, classrooms and other school areas.

Children should be made aware that rough play and potentially dangerous behaviour in the playground is unacceptable.

Midday supervisors are in close touch with the class teachers and communicate with them about incidents of unacceptable behaviour at lunchtime.

The role of the class teacher

Goring C of E Primary School is aware that good classroom organisation is key to good behaviour and that the provision of a high-quality curriculum through interesting and challenging activities influences behaviour.

Our teachers are positive, enthusiastic and have high expectations of both learning and behaviour. They foster a sense of self-esteem in all children, linked with an understanding of the needs of others. They encourage a calm and responsive atmosphere, avoiding shouting. Teachers operate an 'open door' policy for children. During periods throughout the day (mainly at break and lunchtime) teachers are available for pupils to go and have a 'private chat' about their concerns.

Teachers deal with parental concerns in a timely, respectful, sympathetic and professional manner, involving senior staff as appropriate. Teachers expect that parents will behave in a reasonable manner towards them, as professionals, and that issues will be dealt with in an atmosphere of trust and mutual respect.

Role of the governors

The governing body has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

Role of the Headteacher

The Headteacher has the day-to-day authority to implement the pupil behaviour policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the pupil behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour and has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child.

Appendix A

Misdemeanour 1 (M1)	Misdemeanour 2 (M2)	Misdemeanour 3 (M3)
<p>Unless repeated these behaviours should be dealt with in the classroom by the teacher or teaching assistant or in the playground by the lunchtime staff</p> <p>Name-calling</p> <p>Minor retaliation</p> <p>Swinging or climbing on equipment</p> <p>Throwing objects</p> <p>Misuse of school property</p> <p>Spitting on ground</p> <p>Swearing</p> <p>Not lining up correctly at end of break times/lunchtimes</p>	<p>The class teacher will follow up on these behaviours and break time or lunchtime will be missed by agreement with the Headteacher and the child will receive an appropriate sanction. The lunchtime staff will remove a child from the playground which may result in a possible missed break time or lunchtime if deemed appropriate by the Headteacher or Deputy Headteacher.</p> <p>Throwing soft objects at others</p> <p>Retaliation</p> <p>Spitting on school property</p> <p>Swearing at another child</p> <p>Rough play (pinching, pushing, etc)</p> <p>Misbehaving in toilets</p> <p>Misbehaving in the dinner hall</p> <p>Inappropriate harassment (touching, nasty words, etc)</p> <p>Ignoring instructions</p> <p>Multiple or extreme M1</p>	<p>Removal of child from the classroom or playground and the Headteacher or Deputy Headteacher will be advised.</p> <p>Spitting at another person</p> <p>Racist, homophobic, biphobic or transphobic comments</p> <p>Swearing at adult</p> <p>Running away from adult</p> <p>Rude to adult</p> <p>Aggressive fighting (any hitting, kicking, etc)</p> <p>Biting</p> <p>Throwing dangerous objects</p> <p>Bullying (STOP*)</p> <p>Multiple or extreme M2</p>

* Several Times On Purpose

Appendix B

This provides non-exhaustive, non-binding examples of behaviour that may lead to fixed-term or permanent exclusion (source: OCC Permanent Exclusion Form). Note that in investigating occurrences of such behaviour, a number of factors, including background circumstances, will be taken into account before deciding whether exclusion is the most appropriate sanction.

Behaviour	Examples include:
Physical assault against pupil	<ul style="list-style-type: none">- Fighting- Violent behaviour- Wounding- Obstruction and jostling
Physical assault against adult	<ul style="list-style-type: none">- Violent behaviour- Wounding- Obstruction and jostling
Verbal abuse/threatening behaviour against pupil or adult	<ul style="list-style-type: none">- Threatened violence- Aggressive behaviour- Swearing- Homophobic abuse and harassment- Verbal intimidation- Carrying an offensive weapon
Bullying	<ul style="list-style-type: none">- Verbal bullying- Physical bullying- Homophobic bullying- Biphobic bullying- Transphobic bullying- Racist bullying
Racist abuse	<ul style="list-style-type: none">- Racist taunting and harassment- Derogatory racist statements- Swearing that can be attributed to racist characteristics- Racist bullying- Racist graffiti
Sexual misconduct	<ul style="list-style-type: none">- Sexual abuse- Sexual assault- Sexual harassment- Lewd behaviour- Sexual bullying- Sexual graffiti
Drug- and alcohol-related	<ul style="list-style-type: none">- Possession of illegal drugs- Inappropriate use of prescribed drugs- Drug dealing- Smoking- Alcohol abuse- Substance abuse
Damage	<ul style="list-style-type: none">- Vandalism- Arson- Graffiti
Theft	<ul style="list-style-type: none">- Stealing school property- Stealing from local shops on a school outing- Selling and dealing in stolen property
Persistent disruptive behaviour	<ul style="list-style-type: none">- Challenging behaviour- Disobedience- Persistent violation of school rules