

Guildford Diocese Education Trust

Academies in partnership with the Guildford Diocese Education Trust
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Diocese of Guildford

Behaviour & safety: Behaviour Policy

Date	Review Date	Coordinator	Responsible Body
March 2018	March 2020	Headteacher	Good Shepherd Trust

The Trust and governing body (We) are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.

The governing body seeks to create an environment in the school which encourages and reinforces good behaviour. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the educational process. The school behaviour principles are embedded in the policy.

Aims

- create an environment which encourages and reinforces exemplary behaviour
- model acceptable standards of behaviour
- all adults to respond consistently to behaviour in the school
- promote self-respect and respect and tolerance of others
- ensure that the school's expectations and strategies are widely known and understood
- encourage the involvement of both home and school in the implementation of this policy

Standards of Behaviour

The school has a central role in the children's social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to conform to our behavioural goals. In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards.

School Ethos

The school promotes and encourages positive behaviour at all times. Good behaviour is always acknowledged and rewarded. All have a responsibility to model high standards of behaviour. Adults should ensure fair treatment for all and promote through example, honesty, courtesy and respect for others at all times.

The Curriculum and Learning

The Good Shepherd Trust Behaviour Policy August 2013(St Mary's revision March 2018)

We believe that an appropriately structured and challenging curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feed-back, all help to avoid the alienation and disaffection which can lie at the root of poor behaviour. It follows that lessons should have clear objectives, understood by the children, and differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feed-back to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

Rules and Procedures

Rules and procedures should be designed to make clear to the pupils how they can achieve acceptable standards of behaviour.

Rules and procedures should:

- be kept to a necessary minimum
- be positively stated, telling pupils what to do rather than what not to do
- actively encourage everyone involved to take part in their development
- have a clear rationale, made explicit to all
- be consistently applied and enforced
- promote the idea that every member of the school has responsibilities towards the whole

Rewards

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. This could be from verbal and written praise to house points and whole school recognition. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for pupils. Rates of praise for behaviour should be as high as for work. Reward systems will be entirely consistent and include all Key Stages. Rewards include:

- Verbal Praise
- House Points and tokens
- Class Stickers
- Headteacher's Awards
- Cups
- Certificates
- Trophies
- Prizes

Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, disapproval is a powerful punishment.

The use of punishment should be characterised by certain features:-

- It must be clear why the sanction is being applied
- It must be made clear what changes in behaviour are required
- Group punishment should be avoided
- It should be the behaviour rather than the person that is punished

Exclusion, fixed term or permanent will only be used as a final sanction.

Exclusion will only happen:

- in response to serious breakdown of the school's behaviour policy
- once a range of alternative strategies has been followed
- if allowing the pupil to remain in school would seriously harm the educational welfare of the pupil or of others in the school

The school will follow the DfE guidelines with regards to the exclusion procedure. It is important that the sanction is not out of proportion to the offence. Sanctions range from: expressions of disapproval, the withdrawal of privileges, referral to senior leaders then Headteacher, letters to parents, and ultimately and in the last resort, exclusion (following The Good Shepherd policy). Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases, careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures, should take place to eliminate these as contributory factors. Additional specialist help and advice from an Educational Psychologist or other external agencies will be considered.

Communication and parent/carer partnerships

The School gives high priority to clear communication internally and to a positive partnership with parents/carers, since these are crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a child is giving cause for concern, it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Headteacher so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents/carers is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parent/carer participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents/carers are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour. The school will communicate policy and expectations to parents/carers. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents/carers.

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Monitoring, Evaluation and Review

The school in consultation with the school community will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Rights and responsibilities

Expectations of Staff, Pupils and Parents/carers

Staff

- be consistent in dealing with pupils
- develop a sense of community among the pupils
- have high expectations of the pupils
- meet the educational, social and behavioural needs of the pupils through an appropriate curriculum and individual support
- encourage regular communication between home and school

Pupils

- respect, support and care for each other both in school and the wider community
- listen to others and respect their opinions
- attend school regularly, on time, ready and properly dressed and equipped
- learn and take part in school activities
- do as instructed by all members of staff (teaching and non-teaching) throughout the school day
- be tolerant of others, irrespective of race, gender, religion and age

Parents/carers

- be aware of and support the schools values and expectations
- ensure that pupils come to school regularly, on time and with the appropriate equipment
- support the aims and values of the school
- keep pupils at home when they are ill and to provide the school with an explanation of the reasons for any absence
- take an active and supportive interest in your child's work and progress
- provide the school with an emergency contact number
- liaise with school staff as necessary and to treat school staff with respect at all times

Support systems for Individual Pupil Need

If there is a persistent problem the class teacher with appropriate support from the SENDCO will draw up an Individual Behaviour Plan or Pastoral Support Programme to support the pupil in partnership with parents. All staff working with the pupil will be informed of this, including midday supervisors. This will give a consistent approach throughout the school day. If the problem continues, we will work with outside agencies to seek solutions to support the pupil. For pupils who are having these difficulties, the school will provide targeted pastoral support or mentoring by adults or peers (i.e. positive play, circle of friends, peer buddies/mentors etc).

Support Systems for Staff

The school will support all adults working with pupils to ensure they are achieving. It is school practice to discuss behavioural issues in order that the staff feel supported and the school is working together to provide a cohesive approach to supporting individual needs. Staff having difficulties with an individual, class or group should speak to the member of staff who has responsibility for this area within school.

Support Systems for Parents/carers

The school has a policy where parents/carers are encouraged to visit to discuss any relevant issues. However, appointments should be made where possible, to ensure the availability of a member of staff and to give parents/carers the time needed. Likewise, when school needs to discuss anything with parents/carers, they will be contacted to arrange an appointment.

We follow the Team-Teach approach to Positive Handling. A broad spectrum of risk reduction strategies are used. Physical intervention will only be used to avert immediate danger to the child involved or to avert injury to other children and /or staff, when all other strategies have failed. The intervention used will be no more than is reasonably necessary in the circumstances. Where physical intervention is necessary the following principles will apply in all cases:-

- physical intervention will only be used to prevent a child from harming him/herself or others or to prevent serious damage to property
- only the minimum intervention necessary will be applied, for the minimum amount of time
- when the situation has become safe, restraint will gradually be relaxed in order for the child to regain self-control
- staff will not restrain a child if it puts themselves at risk, or they do not have permission of the Headteacher
- physical intervention will take place ideally when two members of staff are present
- should physical intervention be necessary, any member of staff involved will ensure the incident is fully recorded as soon as possible and parents notified the same day

Racist Incidents

The school follows The Good Shepherd Trust guidelines on reporting racist incidents. Any behaviour towards another person(s) considered to be racist in nature by any person(s) will be recorded using The Good Shepherd Trust Reporting of Racial Incidents in School form and guidelines. (See Policy 117). Staff must be consistent and reasonable in the application of sanctions. The age, special educational needs, disability and religion of the pupil must be taken into account.

A major incident must be dealt with by a senior leader. Parents will be contacted either by a senior leader or the Headteacher.

Possible Sanctions

- Exclusion from classroom or playground as appropriate
- Parents contacted by telephone and with a follow up letter if needed.
- Meeting arranged with parents, child and Headteacher/senior leader and class teacher.
- In extreme circumstances exclusions will be used
- Verbal warning and whole school reward /sanction system in place (see below)
- Loss of playtime/social time

Minor incident – class teacher to address using whole school reward and sanction system

At the discretion of the class teacher

Continued misbehaviour in class or playground – child to be sent to a senior leader

Possible sanctions

- Loss of playtime/social time
- Class teacher to speak to parents
- Note of incident written and filed
- Child has behaviour chart monitored
- Child referred to SENDCO

Headteacher:	<i>J. Radcliffe</i>	Date:	March 2018
Chair of Governing Body:		Date:	March 2020

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Charity Number: 248245