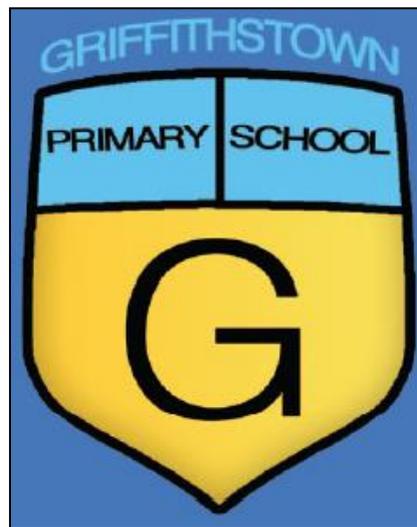


# GRIFFITHSTOWN PRIMARY SCHOOL



<b>Title</b>	Behaviour Policy
<b>Date</b>	Spring 2016
<b>Author</b>	C Kembrey



## INSPIRE CHALLENGE ACHIEVE

### Aims and objectives

This policy applies equally to all pupils and staff. However, it is acknowledged that some children will have Individual Plans with respect to behavioural targets and that an individual's needs may differ, for example, according to ability, culture or circumstances. It is our aim to encourage and teach appropriate behaviour and to provide a safe and secure learning environment for all pupils where they feel valued and respected.

Through our mission statement, 'Inspire, Challenge, Achieve', and our whole-school aims, we promote the positive values that are essential to wellbeing and success. We use every possible opportunity to promote responsibility and fairness, thinking and reflecting on actions and respect for one another. We have a dedicated, high-quality Personal and Social Education programme that specifically addresses aspects of moral and social awareness.

1.	<p><b>Whole School Rules</b></p> <p>This policy and our whole school rules promote positive relationships so that everyone can work together in order to create a purposeful learning environment. Our school rules are referenced in our Home/School Agreement, signed by teachers, pupils, chair of governors and head at the start of each academic year.</p>
1.1	<p>Griffithstown Primary School rules:</p> <ul style="list-style-type: none"> <li>• To listen and follow instructions</li> <li>• To respect and consider everyone and everything</li> <li>• To be honest, polite and kind</li> </ul>
1.2	<p>At our school we:</p> <ul style="list-style-type: none"> <li>• Expect every member of the school community to behave in a considerate, respectful way towards others</li> <li>• Treat all children fairly and apply this behaviour policy in a consistent and appropriate manner.</li> </ul>
1.3	<p>This school implements 'assertive discipline' as a positive and supportive strategy. This encourages and celebrates good behaviour from pupils, while at the same time clearly and assertively putting limits on disruptive and inappropriate behaviour.</p>
1.4	<p>Staff Guidelines</p> <ul style="list-style-type: none"> <li>• Staff to model expected behaviour at all times</li> <li>• All members of staff to be familiar with the policy</li> <li>• All staff to know procedures to follow when administering the rewards and consequences</li> <li>• Professional judgement must be used to apply the policy consistently. It is expected that staff consult with LT if they are in any doubt as to what action to take.</li> <li>• Staff to take collective responsibility for the whole school discipline.</li> </ul>

	<ul style="list-style-type: none"> <li>Children will be expected to follow the school rules at all times. These will be placed in a prominent position in the classroom and referred to on a regular basis.</li> </ul>
<b>2.</b>	<b>Rewards and positive behaviour management</b>
2.1	<p>Rewards</p> <ul style="list-style-type: none"> <li>Smile/thumbs up/positive comment</li> <li>Positive notes to parents or child stating the reasons</li> <li>Stickers from HT/DHT</li> <li>Stickers for effort/good behaviour</li> <li>House points</li> <li>Positive phone calls home</li> <li>Work displayed around the school</li> <li>Work to be shown in celebration assembly</li> <li>Pupils in Year 6 to be given opportunity to be given a role/responsibility</li> </ul>
2.2	<p>Golden time</p> <p>Pupils are given the opportunity throughout the week to earn Golden Time on a Friday afternoon. By following school rules they are able to earn up to an hour each week. Each member of staff will run a specific activity including activities such as cooking, sports, art etc.</p> <p>Each Monday morning a list will circulate (on a rota basis) giving pupils a chance to choose the activity they would like to do that week.</p>
2.3	<p>The school recognises and celebrates all the efforts and achievements of children, both in and out of school. Children are provided with the opportunity to share their successes during assembly. It is also then shared through social media so that parents may also enjoy.</p>
2.4	<p>At Griffithstown Primary School high expectations of behaviour are set. At the start of each term the whole school rules are revised and reinforced within assemblies and the classroom to ensure consistency throughout the school for staff and pupils.</p>
2.5	<p>Griffithstown Primary School does not tolerate acts of bullying. See separate Anti - Bullying Policy.</p>
2.6	<p>During break and lunch times a suitable level of supervision is provided. This includes Support Staff, Teachers, Midday-Supervisors. A member of teaching staff is on duty during the latter part of lunch when all pupils are on the yard. A member of the Senior Management Team to be available if required.</p>
<b>3.</b>	<b>Consequences</b>
3.1	<p>Although the school focuses on encouraging positive behaviour, a number of appropriate consequences are used to enforce the school rules. This ensures a safe and positive learning environment.</p> <p>Traffic Light Reward system</p>

	<p>All classes to have visual traffic light system displayed. Every morning and afternoon each pupil is placed on green. Those pupils who adhere to the school rules remain on green throughout the week and are eligible for full amount of golden time on Friday afternoon.</p> <p>Tracking sheet to be displayed by the traffic light system showing a record of pupils' behaviour so that it can be accessed by anybody in the class.</p> <p>Pupils will be moved on to yellow for low level behaviour. Each time a child is moved on to yellow they will lose 5 minutes of their golden time. A maximum of 5 yellows can be given per week before it automatically becomes a red.</p> <p>If a pupil is moved on to the red they will lose all of their golden time for that week.</p> <p>Rules and consequences to be displayed by the reward system. Any pupil who has been given a red must see a member of the LT. LT to monitor weekly tracking sheets.</p> <p>Golden Time</p> <p>Those pupils who have been placed on yellow or red throughout the week will to stay with designated member of staff. Those pupils who have received a red will forgo all Golden Time for that week. Pupils who have earned yellows will remain there until they have completed the appropriate time. A laminated card will be present in each classroom to record the amount of time each pupil is missing from their Golden Time. This card will also detail the chosen activity the pupil will be joining.</p>
3.2	<p>The following sanctions can be used for low level behaviour:</p> <ul style="list-style-type: none"> <li>• Pupil receives a verbal warning and is reminded of the rule being broken</li> <li>• At the second warning the child is placed on yellow and reminded they will miss some of their Golden Time</li> <li>• If the child persists with the inappropriate behaviour they receive another yellow resulting in more time taken from Golden Time. A maximum of 5 yellows can be awarded per week before it automatically turns to red (resulting in pupil missing all Golden Time).</li> </ul>
3.3	<p>Any serious incidents of unacceptable behaviour will not follow the above criteria and the LT / Head Teacher will be involved immediately.</p>
3.4	<p>Pupils with additional requirements</p> <p>The school recognises that some pupils need additional support and find it difficult to access mainstream behaviour, rewards and consequences. In order to ensure that pupils with additional behavioural requirements enjoy a positive experience of school, staff will use strategies learned on 'Team Teach and Beyond the Behaviour Policy' training Autumn '15/Spring '16. Staff will be aware of the following:</p> <p>Early warning signs</p> <p>Early signs and triggers can be difficult to spot as they are often subtle. In order to diffuse the situation, staff will need to use their emotional intelligence to help spot these signs quickly. These can include:</p> <ul style="list-style-type: none"> <li>• Physical agitation/twitching</li> </ul>

	<ul style="list-style-type: none"> <li>• Change in facial expression</li> <li>• Change in eye contact</li> <li>• Change in body posture</li> <li>• Change in tone of voice</li> <li>• Verbal challenge</li> <li>• Change of location</li> <li>• Rapid mood swings</li> </ul> <p><b>Defusing techniques</b> After a trigger has been identified, the situation needs to be diffused quickly to avoid the behaviour escalating further. Staff to use the following defusing techniques.</p> <ul style="list-style-type: none"> <li>• Distraction</li> <li>• Relocation</li> <li>• Errand sending</li> <li>• Physical proximity</li> <li>• Humour</li> <li>• Relaxation</li> <li>• Self-talk and self-calming techniques</li> <li>• Quick task changing</li> <li>• Agreed secret warnings</li> </ul> <p><b>Rewards</b> Although pupils with additional behaviour needs will be included in the traffic light system used within the class rooms, they will also be given their own individual reward chart based on their individual needs. This will involve a star chart, working towards various short session of Golden Time at the end of each day or five minutes at the end of each session depending on individual pupil needs. Class teacher to liaise with SENCO/outside agencies for advice.</p> <p><b>Consequences</b> Pupils to follow the behaviour targets set individually. When these rules are not followed pupils will miss their allocated Golden Time on a daily basis. All non -ticked sessions reduce golden time (with the rest of the school) at the end of the week.</p>
4	<p><b>Team Teach</b> Staff have been trained through Team Teach to ensure safety for staff and pupils when positive handling is needed. “Team-Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the service user remains safe.”</p>
5	<p><b>Roles and Responsibilities</b> All to staff to model positive behaviour by treating children, parents and one another in a respectful, professional and caring manner.</p>
5.1	<p>The Role of the Class Teacher</p>

	The class teacher must ensure that school rules are enforced throughout the day both within the classroom and other times throughout the school day.
5.2	All children must be treated fairly by the class teacher. <i>Rules must be enforced consistently.</i> The teacher should treat all children in their class with respect and understanding.
5.3	The class teacher will liaise with the LT and CK as necessary to support and guide behaviour and well-being of identified children. Liaisons with external agencies, where necessary, to provide additional support.
5.4	Where there are concerns regarding serious behaviour or the welfare of a child, class teacher to report to the head teacher so that he can contact parents at his discretion and take appropriate action.
6	<b>The Role of the Leader for Inclusion (SENCo)</b> The Leader for Inclusion to discuss with class teachers those pupils who require IBPs. Leader for Inclusion to monitor those pupils and ensure IBPs are reviewed according to pupils' needs. They will discuss with class teacher and parents and provide support and ways forward. Leader for Inclusion will work with Well-being leader to discuss those pupils who require additional support. They will also liaise with outside agencies when necessary.
7	<b>The Role of the Well-being Leader</b> See Job Description
8	<b>The Role of the Headteacher</b> It is the responsibility of the Head Teacher, under the School Standard and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. The Head Teacher must also ensure the health, safety and welfare of all children in the school and ensure high standards of behaviour from all children and to ensure an environment of mutual respect exists between pupils, staff and parents.
8.1	The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour and supporting staff in the implementation of the policy.
8.2	Head Teacher to ensure that tracking sheets are monitored effectively to identify any patterns in behaviour. Head teacher to keep records of all reported serious incidents of misbehaviour.
9	<b>The Role of the Parents / Carers</b> Parents and carers play an important role in supporting their child's behaviour at school. In order for consistency to be achieved, good communication between home and school is essential. To stop any behaviour worries escalating, parents/carers are informed at an early stage.
10	<b>The Role of the Governors</b>

	Will review the policy as and when required and should have an understating of the policy when conducting their link governor role.
11	<p><b>The Role of the Child</b></p> <p>It is the responsibility of the pupils to make good choices at all times. This will help pupils to behave well and to build up and maintain good relationships throughout school. All pupils are encouraged to follow the whole school rules to avoid making bad choices.</p>
11.1	<p>Pupils are encouraged to develop:</p> <ul style="list-style-type: none"> <li>• Responsibility for their actions</li> <li>• A sense of right and wrong</li> <li>• A sense of belonging to the school community through adhering to the school rules</li> </ul>
12	<p><b>Monitoring</b></p> <p>The Head Teacher monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of this policy and if necessary makes recommendations for further improvements.</p> <p>The rewards and consequences given to pupils will be monitored by the Leadership Team through the behaviour tracking sheets and the pupils attending Golden Time.</p>
13	<p><b>Equal opportunities</b></p> <p>See policy</p>
14	<p><b>Governor approval date: Spring 2016</b></p> <p><b>Next review date: Spring 2017</b></p> <p><b>Author: C Kembrey</b></p>