



Garras Community Primary School

Behaviour Improvement Policy 2023 - 24 Review Sept 2024

This policy will be reviewed annually by the Head of School and Executive Headteacher.

Head of School: James Sturges	Signed: 	Date: 29.9.23
Executive Headteacher: Mrs L May	Signed: L May 	Date: 2.10.23
Chair of Governors: Nathaniel Hobbs	Signed: 	Date: 21/9/23

Our approach

At Garras CP School we believe:

- successful learning can only take place when a child feels safe and happy and that building relationships between staff and pupils is a key component of this.
- there must be clear expectations of acceptable behaviour set within the school's behaviour policy
- an atmosphere conducive to learning develops where everyone feels valued and respected with personal responsibility linked to a respect for all people
- a school's behaviour policy must be based on the positive approach of praise and reward rather than the negative approach. In all disciplinary actions, it is essential the child knows it's the behaviour which is unacceptable and not the child as a person
- that behaviour is a communication and we strive to understand the need of a child.

Aims

To establish a school ethos that:

- promotes self-discipline, relationships, understanding and self-regulation
- encourages respect of self and others, regardless of differences
- ensures children's standard of behaviour is acceptable and does not disrupt the learning of others
- to promote good behaviour within the school and wider community
- develops a community where confident, articulate children understand their own behaviour and the response of other people towards it.

Rules for Life

We believe that these are rules for life as well as in school.

There are three rules that will be the same throughout the school:

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

Behaviour for learning

Our school has 4 key learning behaviours that we call the 4Rs. These are:

- Resilience (resilient learners relish a challenge, they know learning is hard sometimes, they are not afraid to make mistakes, they are inspired to give their best and keep at it).
- Respectful (respectful learners show consideration for others, they are courteous and polite, they respond and participate positively).
- Resourceful (resourceful learners are curious and inquisitive, they play with ideas and explore resources, they are adventurous).

- Responsible (they listen to understand, they are ready to learn, they do what is right, they own their actions).

Rewards

This will be done through positive reinforcement and the use of, for example:

- discussions with parents
- names moved up positive behaviour chart
- virtues certificate
- child sent to a member of SLT for praise

This list is by no means exhaustive.

Sanctions

The following sanctions are hierarchical and are designed to reinforce the school approach. All members of teaching staff are able to issue a sanction. These are as follows:

Classroom/Learning Time:

1. Look / visual cue (individualised if necessary)
2. Our first verbal reminder is: 'THINK' (the child will receive a card with a ? on it to make a good choice)
3. Our second verbal reminder to make a good choice is: 'THINK AGAIN' (the child will receive another card with ? on it)
4. Our next verbal instruction is: 'MOVE'. The child will be asked to move so that they can have time to 'reset'
5. If a child continues to disrupt or be unkind, they will lose their playtime for a period of time
6. It may be appropriate to engage in 'restorative time' with a member of staff and log the incident
7. Repeated loss of playtime will be logged and added to the school's reporting system, My Concern, under 'behaviour' – at this stage, parents will be informed
8. The Head of School will be informed of all serious incidents or repeated disruptive behaviour and a behaviour plan will be written
9. The Crofty flow chart of 'Trust Behaviour Strategy' will be followed by the Executive Headteacher; steps could result in suspension and ultimately, as a last resort, permanent exclusion

Acceptable forms of sanction may also include: the setting of a written task of behaviour expectations or writing to say sorry, a loss of privileges, school-based community service (such as tidying the classroom) or regular reporting to a member of the senior leadership team.

Playtimes and Lunchtimes:

We have high expectations both inside and outside the classroom. Therefore, the same sanctions will apply and ultimately result in loss of playtime.

1. THINK
2. THINK AGAIN
3. MOVE - For low level incidents, children will move to 'reset' for a short period of time to think about making a good choice
4. Loss of playtime
5. For repeated incidents, the child will be sent to the Head of School or Senior Teacher and parents informed.

A **restorative conversation** may include:

- Tell me what happened? Give every child a chance to speak without interruption
- Can I ask whether I've heard this right? (go over the detail)
- What were you thinking?
- How were you feeling?
- What has been the hardest thing about this?
- Who has been affected?
- What harm has been done?

- How can we put this right?

Supply teachers/Teaching assistants who think that a child or children's behaviour has been unacceptable will bring it to the attention of the class teacher or Head of School who will decide on the sanction.

Extreme behaviour

The following incidents are considered severe and will **fast track** through the normal sanctions:

- Bullying.
- Physical abuse of a member of staff.
- Physical abuse of a child.
- Racial abuse.
- Possession of harmful drugs.
- Deliberately breaking or damaging school property.
- Bringing in dangerous items into school e.g. matches/knife.
- Swearing at a teacher or member of staff.
- Stealing.
- Open defiance in carrying out a repercussion.
- Doing something that constitutes danger to another child.
- Telling lies to get others into trouble.

Positive Handling and Use of Safe Touch – the best interest principle

Croftly Schools have an agreed Safe Touch Policy which is standardised across all schools. The key principles of this are that: Research shows clearly that healthy pro-social brain development requires access to safe touch as one of the means of calming, soothing and containing distress for a frightened, sad or angry child. It is essential for all children to learn the difference between safe and unsafe touch and to experience having their strongest emotions contained, validated, accepted and soothed by a significant adult. If children are behaving in unacceptable, threatening, dangerous, aggressive or out of control ways, they have not yet learned how their strongest emotional reactions can be contained, channeled and communicated safely.

In recognition of this, under agreed and supervised conditions, specially trained staff will consider using safe touch as one of the means available to them for:

- Calming a distressed child
- Contain an angry child
- Affirm or encourage an anxious child or a child with low self-esteem.

'Team Teach techniques of positive handling seek to avoid injury to the service user (the child), 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'.

George Matthews – Team Teach Founder

Extreme behaviour may warrant immediate removal from the classroom to maintain the safety of all pupils and restore stability following an unreasonably high level of disruption and to allow the pupil to regain calm in a safe space.

Pastoral Support

If required, a child can be supported a member of staff using the trauma informed approach to develop and support specific areas/needs. This might be carried out on a 1:1 or small groups.

Use of internal 'reset' and 'positive transferred inclusion'

In this school we may require dysregulated pupils to be placed in an area away from other pupils for a limited period of time. In this situation children will always be under the direct supervision of an adult. Any use of a temporary separate space that prevents a child from leaving a room of their own free will only be considered in exceptional circumstances; for example, only where a child's behaviour presents *significant risk of harm to themselves or others*. The school will follow the DfE guidance 'Behaviour in Schools, advice for Headteachers and school staff September 2022'. Children will have a period of reflection and regulation with the adult during 'reset' and talk about how to make future positive choices and restore potentially damaged relationships.

We are committed to reducing suspensions from school wherever possible. In order to facilitate this the schools in our Trust work together to facilitate transferred inclusions between the schools. This means that a child may attend a different school for a period of a few days, with the agreement of their parents. Children are always supported by a member of staff from Garras.

Managed move

A managed move will be offered to children who we feel could benefit from a 'fresh start'. It will be at a school within Crofty Trust and can last up to 12 weeks. After this period, parents and the schools will decide to make this move permanent or return to Garras.

Suspension and permanent exclusion

In extreme cases Garras School may use temporary suspension for a fixed period of time or permanent exclusion. Permanent exclusion will only be used as a last resort, in response to a serious breach or persistent breach of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. The DfE statutory guidance 'Exclusion from maintained schools, academies and pupil referral units in England' will be followed to ensure that all decisions taken remain lawful and that those people who need to be informed have the appropriate information shared with them. Where a child's behaviour and conduct is such that a suspension is considered by the Headteacher, the alternative of a transferred inclusion will be considered in the first instance.

The school will ensure that a reintegration meeting is held following a suspension so that both child and staff have an opportunity to repair relationships.

Off Rolling

The definition of 'Off-rolling' is the practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil.

There are many reasons why a school might remove a pupil from the school roll, such as when a pupil moves house, or a parent decides (without coercion from the school) to home educate their child. If the school removes a pupil from roll due to a formal permanent exclusion and follows the proper processes, this is not 'off-rolling'.

We follow all correct procedures in line with the spirit of the law, making decisions which are motivated by the best interests of the pupils concerned.

Key Principles

- the DfE statutory guidance will be followed
- due regard will be given to the SEN Code of Practice and Equalities Act
- the Head of School will discuss and agree next steps with Executive Head
- the Head of School will notify the parent immediately to share arrangements
- the Head of School/Executive Head will also inform the CEO on the same day of their decision to suspend or exclude
- a report to the governing body will be made for any suspension or permanent exclusion

- where exclusions exceed 5 consecutive days alternative arrangements will be put in place to provide education

Children with individual needs

Children with significant individual needs will have a behaviour plan and risk assessment that reflects their needs and supports their management and care, but also aligned to the school rules and the needs of others in our community. Strategies to cope with aggressive behaviour will include 'Team Teach Positive Handling Techniques' to be used by qualified members of staff (this aligns with our 'Use of reasonable force' statement above). As a school, we recognise the effect that poor mental health can have on the happiness, self-esteem and overall life of a young person. There are several members of staff who are trained in the most recent developments in mental health and emotional support. These members of staff will be deployed effectively to support children when a need has been identified. There may be times when the school will seek external support.

Parents

We will encourage parents to support good behaviour through the signing of the Home-School Agreement, parents' meetings and newsletters. Parents will be required to attend a meeting if their child has reached Step 6 on the sanction list or if a behaviour contract/risk assessment is implemented.

Responding to the behaviour of children with additional needs and/or disability (SEND)

We fairly and consistently promote high standards of behaviour for all pupils and provide additional support where needed to ensure pupils can achieve and learn well. The school will consider whether children with social, emotional and mental health needs or those with additional special educational needs and/or disabilities require any reasonable adjustments to sanctions and will always seek to understand the underlying reasons for the behaviour.

E Safety

Any e-safety incident/cyber bullying that occurs inside or outside of school will be dealt with in-line with our behaviour and anti-bullying procedures (see section on 'Cyber-Bullying' in 'Anti-Bullying Policy').

Sexual Violence, Online Sexual Abuse and Sexual Harassment

At Garras School there is a zero-tolerance approach to sexual violence and sexual harassment - it is deemed never acceptable. It will not be tolerated and should never be passed off as "banter", "just having a laugh" or "part of growing up". Challenging physical behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts is regarded as sexual harassment. The school recognises that dismissing or tolerating such behaviours risks normalising them; and in not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying some behaviours related to abuse it can lead to a culture of unacceptable behaviour and pupils feeling unsafe.

We recognise that addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. As such, any such behaviour will be dealt with in line with this policy and under guidance from 'Keeping Children Safe in Education'. We may also refer to our 'Child on Child Abuse' and 'Anti-bullying' policies. www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges

The role of education in prevention

At Garras School we recognise we play an important role in preventative education. The DFE 'Keeping Children Safe in Education' document sets out that all schools and colleges should ensure children are taught about safeguarding, including how to stay safe online and as such forms part of our broad and balanced curriculum.

The school has a clear set of values and standards, and these are upheld and demonstrated throughout all aspects of school life. This is underpinned by the school's behaviour policy and pastoral support system, and by our well-structured curriculum and tackles such issues as:

- healthy and respectful relationships

- learning to make positive choices
- what respectful behaviour looks like
- stereotyping, equality, discriminatory behaviour
- body confidence, self-esteem and resilience
- prejudiced based behaviour (hate crime)

Relationships Education at Garras School covers the characteristics of healthy relationships, building the knowledge and understanding that will enable children to model these behaviours.

Training

All staff and volunteers are provided with training as part of their induction to the school and the behaviour policy and associated policies alongside the staff code of conduct and safeguarding policies are revisited annually or whenever necessary.

Monitoring/data collection

Our school uses My Concern to record, monitor and analyse trends in behaviour and respond proactively to any concerning trends. The school reports the effectiveness of this policy to the Local Governing Committee. Behaviour, suspensions and exclusions, use of alternative provision and attendance are reviewed termly as part of the school improvement cycle with a summary of the significant cases reported to the School Improvement committee of Trustees.