



GERMANDER PARK SCHOOL

BEHAVIOUR POLICY

This policy should be read in conjunction with the Child Protection Policy.

Principles, aims ethos and values

The underlying principle of our behaviour policy is to uphold the 11 School Values, promote high standards of behaviour and develop responsible and thoughtful attitudes towards others.

We believe that children learn best in a happy, safe and caring environment and that it is the responsibility of all staff, pupils, parents and governors to promote this.

At Germander Park School:

- Everyone is made to feel safe and welcome
- Staff, pupils and parents treat one another with respect
- Our Behaviour Policy is sustained by everything that adults do and say
- There is a partnership between staff and parents/carers
- There are high expectations of everybody
- We recognise and celebrate positive behaviour
- Pupils are equally valued
- Anyone new is helped to settle into the school
- Pupils are actively involved in their own learning
- Teaching responds to different learning styles and needs
- Collaboration is encouraged

Whole School Practice

Our Behaviour Policy is based on Germander Park's eleven core values:

- Independence
- Sharing
- Understanding
- Love
- Responsibility
- Honesty
- Respect
- Kindness
- Happiness
- Trust
- Courage

The core values are part of the curriculum and run in conjunction with Restorative principles. Restorative Principles are used to improve behaviour

and strengthen the school community through use of the following:

- Daily community circles in each class to help staff and children learn more about each other
- Informal meetings held to resolve issues quickly e.g. if a child has hurt another child
- Formal meetings held with parents if there is an incident of a very serious nature e.g. ongoing bullying
- Use of the framework of questions to ensure issues are dealt with fairly

When an issue does happen the following steps should be followed:

1. Ask the perpetrator what has happened
2. Ask them how they think the other person feels
3. Ask them how they feel now the incident has happened
4. Ask the victim what happened
5. Ask the victim how they feel
6. Ask the perpetrator what they can do to put the situation right.
7. Agree the consequences with both parties

This system can be used between children and children, groups of children and also adults.

Values Education is also in place to further support our efforts to ensure the children at Germander Park develop into high achievers who are self disciplined active learners and who will grow into adults who contribute to the development of a fair, just and civil society.

Values Education involves the whole of the school community and its partners. The views of all parties were canvassed regarding the values they feel are important. These were ranked in order of importance. Once we gathered the opinions of everyone, a list of eleven core values was created.

The school focuses on these eleven core values over the academic year. One value per month is explored through our assemblies, teaching in circle times and PSHE and will be linked to the curriculum whenever appropriate. The core value of the month will be displayed centrally and in each of the classrooms. If a child is seen to be demonstrating a core value they will be given a glass pebble to place in a special jar with that value written on it.

Germander Park School does not rely upon Golden Rules or class rules; instead the core values will be used to ensure children understand what the right thing is to do and how to behave. If a child behaves inappropriately they will be asked which of the core values they have not shown/displayed.

Noise Levels and Establishing Whole Class Attention

In general, we aim for a quiet, calm and purposeful working atmosphere, but we actively encourage collaborative learning and language development. Staff are, therefore, sensitive about the levels of noise required for different

activities.

There will rarely be any occasions when staff would need to shout to make themselves heard. A hand signal is used along with a verbal reminder if required to establish whole class attention. The hand signal means that everyone should stop what they are doing and be silent and everyone should wait as long as it takes for silence to be achieved. Additional adults in the classroom should also respond to the hand signal to reinforce the teacher's request.

Rewards

At Germander Park we believe that pupils should be actively and positively encouraged to behave well and work hard. We use a range of positive consequences or rewards:

- Non-verbal rewards such as a smile or body language
- Praise (genuine, specific)
- Showing work or achievements to other pupils, other teachers
- Head teacher's award for exceptional work
- Displaying / showing of work in assembly
- Stickers
- Any adult observing a child acting demonstrating one of the core values gives a glass pebble to the child to put in our values jars
- During Friday's celebratory assembly, the adults in each class nominate two pupils of the week for certificates.
- Children receiving Star of the Week certificates will spend 15 minutes reward time with their parents in the Children's Centre activity hall

We believe that it is essential that all pupils are able to receive positive encouragement and have a fair chance to receive the positive consequences. The application of rewards needs to be consistent and fair and will be reviewed regularly at staff meetings.

Consequences

Sometimes it is necessary to discourage pupils from behaving badly and at Germander Park School we do this through a system of logical consequences or sanctions. It is very important that these are used fairly and consistently and with regard to the following underlying principles:

- Negative consequences should never be psychologically or physically harmful
- Consequences should be presented as a choice
- Reference to consequences should be in a matter of fact voice (not through adult anger)
- Pupils and parents should be informed of the hierarchy of consequences and the recording system

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- If a sanction is used pupils should be able to start afresh as quickly as possible
 - It is always made clear that it is the behaviour that is the problem and not the child
 - Consequences should be used in the following order (always starting as low down the list as possible):
 - Low level intervention strategies (**see appendix 1**)
 - Withdrawal of adult attention (e.g. deliberate ignoring of attention seeking behaviour)
 - Proximal praise
 - Eye contact – reinforcing ‘the look’ to indicate inappropriate behaviour is unacceptable
 - Non verbal clues, e.g. shake of the head
 - Verbal recognition of inappropriate behaviour
 - Warning
 - Time out in a quiet area of the classroom. This should be appropriate to the child’s age.
 - Time out in a senior member of staff’s classroom
 - Time out in the Headteacher’s office

Where behaviour is continually giving cause for concern parents should be involved.

In addition to this hierarchy of consequences there may need to be a severe clause evoked if a child:

- Wilfully hurts another child or adult
- Destroys property
- Repeatedly refuses to do as told
- Engages in behaviour which stops the classroom functioning
- Uses offensive language
- Where there is racial abuse

In any of these instances, a senior member of staff should be involved and where appropriate parents contacted. The incident should be recorded by the member of staff involved on a ‘Serious Incident Form’ and passed to the Head teacher.

Serious incidents will be monitored carefully by the Headteacher. If the incident is of a particularly serious nature parents will be contacted immediately by telephone and followed up with a letter. In all instances if there are more than one report of a serious incident for a child then parents/carers will be invited to speak to the Headteacher about the child’s behaviour.

Severe Behaviour leading to internal Exclusion (seclusion) or Exclusion to home)

Where there is a continued serious breach in the schools expected standards of behaviour the resulting action is a fixed term internal or external exclusion which can only be authorised by the Headteacher.

The school follows the exclusion procedures identified in Milton Keynes Councils exclusion guidance and the DfE Guidance 2012 on "Exclusion from maintained schools, Academies and pupil referral units in England.

The Headteacher decides whether to exclude a pupil, for a fixed term or permanently, in line with this guidance, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

Parents/carers will be involved and will be asked to give their guarantee that they will work with the school to prevent the unacceptable behaviour happening again. A support programme will be considered to support the child during re-integration.

A reintegration meeting will be held prior to the child's return to school parents/carers will be expected to attend.

Behaviour, discipline and exclusions will be reported to the Full Governing Body in the Headteacher's Report to the Governing Board.

The Headteacher may also use internal exclusion, which can be used to defuse situations that occur in school that require a pupil to be removed from their class but may not require removal from the school premises. Internal exclusion can be another class or a designated area within the school and appropriate supervision will be provided by the school for the duration of the internal exclusion. An internal exclusion may continue through playtime and lunchtimes.

Roles and responsibilities of adults

The feelings, attitudes and responses of adults are critical influences on the way that children behave in school. Dealing with the emotional needs of children can be very demanding and we need to ensure our own emotional well being. It is vital that we support each other and that no one feels that they have to deal with difficulties on their own.

Staff have responsibilities to:

- Demonstrate the schools core values
- Speak and treat all pupils with respect using Restorative Principles
- Help and encourage all pupils to achieve high standards
- Provide a challenging, interesting and worthwhile curriculum
- Create a safe and pleasant environment both physically and emotionally
- Use positive and negative consequences clearly and consistently
- Be a good role model
- Form positive relationships with pupils and parents
- Recognise and value the strengths of all children

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- Communicate effectively by using a variety of tones and voices, always avoiding shouting

Children need to know that the significant adults in their lives value them for being themselves and not just for what they do. Showing unconditional regard is an important element in providing the emotional environment through which children can develop a positive self image. Small things such as knowing the names of children throughout the school, greeting all children positively and taking an interest in hobbies and families can make a huge difference.

Active listening is about giving full attention to the speaker in a non-directive, non-judgemental way. It is also a way of giving thoughtful, undivided attention in a way that communicates genuineness, acceptance and empathy.

Genuineness conveys to the other party that you are being honest and that you are trustworthy. You have to feel what you say as well as mean it.

Playtimes and lunchtimes

Many children find playtimes and breaks difficult to manage. There are a lot of issues that can impact upon the success of playtime and the positive experiences children can gain from. At Germander Park we are sensitive to the needs of all children and aim to provide children with opportunities for positive play and develop their social interaction skills.

Supervision

It is necessary that the playground is effectively supervised to ensure that any potential difficulties can be identified quickly. Effective supervision involves moving around the designated area, talking briefly with pupils, encouraging and helping children to become engaged in activities within that area and anticipating any potential difficulties. Any problems should be dealt with quietly and promptly investigated. If necessary, problems should be referred to the class teacher to investigate.

Strategies for staff during break-times

All staff should:

- Be sensitive to the needs of everyone – adults and children
- Teach by example and model co-operation behaviour in order to develop the school as a community
- Be firm, fair and consistent
- Have high but reasonable expectations
- Expect pupils to comply with reasonable adult requests
- Use language carefully to avoid confrontations e.g. "it's time for..." rather than "Go and ..."
- Recognise and reward good behaviour
- Match expectations to the child

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- Be alert to the needs of isolated individuals

At Germander Park School we are working on a continual cycle of change and development to improve the playground environment. At all times the environment will be made safe and secure with increased emphasis on building positive relationships and communication between pupils, teachers and supervisors.

The school's core values and Restorative Principles are reinforced in the playground at playtimes and at lunchtime playtime. This helps to reinforce positive behaviours and also ensures that negative behaviours are dealt with fairly and consistently throughout the school and by all staff.

N.B.if there is an accident on the playground and an accident form filled in, a copy **MUST** go into the classroom at the end of play time to be put in the child's book bag.

Dining Hall

If it is a wet playtime a decision will be made by the Headteacher or Deputy Headteacher about indoor play.

We need to work together to ensure that the dining experience is as pleasant as possible for children and that everyone has sufficient time to eat their lunch.

Lunchtime is an important social time and whilst we aim to have reasonable noise levels it is important that children can chat to each other over their lunch.

Lunchtime supervisors will need to be constantly on the move in the dining hall. Quietly speaking to any noisy groups and asking them to speak more quietly has much more effect than stopping the whole dining hall. If it is necessary to still the whole dining hall, this should be done through the hand signal.

The Headteacher and Deputy Headteacher support lunchtime by being available at lunch times visiting the dining hall and playground as often as possible and all staff are encouraged to pop in to the dining hall whenever they can. This adult presence is noted by children and gives the message that we support the lunchtime supervisors.

Appendices

Appendix 1 – low level intervention strategies and consequences

Appendix 1

Low Level Intervention Strategies

- Planned ignoring
- The look
- Shake of the head
- Finger on lips
- TA move closer
- A quiet word in the ear
- Distract child from behaviour
- Offer a choice between options
- Use direct appeal
- Show genuine warmth
- Use humour
- Interpret task or instruction at child level
- Change of place
- Reconstruct the task



Consequences

- Be reminded how to behave
- Be warned that I need to change my behaviour
- Have my name moved to the cloud
- Get 5 minutes time out in another classroom
- Be sent to a senior teacher
- Be sent to the Headteacher