

## LITTLE GADDESSEN CHURCH OF ENGLAND PRIMARY SCHOOL

Approved November 2015

Review by November 2018

### GOVERNING BODY BEHAVIOUR PRINCIPLES

The governing body behaviour principles are embedded within the school Vision Statement. This was developed following consultation with staff, parents and pupils in July 2012.

In summary, the school's vision is for all pupils to become "creative thinkers, confident individuals, independent learners, gaining excellent results. On a day-to-day basis, pupils and staff are guided by the school's "Golden Rules". As a Church of England School, they are based on Christian values and give children an enduring moral compass, as well as underpinning their spiritual, social and cultural development.

The school's behaviour policy enables pupils to experience first-hand what key values mean (including democracy, the rule of law, individual liberty, and mutual respect and tolerance) and how to live by them on a daily basis.

The full vision statement is available on the school website and the "Golden Rules" are explained in more detail in the Behaviour and Discipline policy below.

### BEHAVIOUR AND DISCIPLINE POLICY

#### INTRODUCTION

##### **The Aims of the School.**

At Little Gaddesden Primary School we aim to establish a safe, supportive working environment in which learning without disruption is a right for all pupils and teachers. An environment in which children are:

- motivated to achieve within a broad and balanced curriculum
- challenged by high expectations
- encouraged to be active, caring and self disciplined members of the school community
- helped to develop spiritual and moral awareness.

Our aim is to create a safe environment where children can achieve their full potential in a climate of mutual respect.

##### **To do this we will provide opportunities for each child to:**

- work effectively with others and to become increasingly responsible for their own learning
- form and maintain effective, fulfilling relationships based on respect for themselves and others at home, school, work and in the community

- develop the ability to relate to others and work for the common good
- combat racism and promote equal opportunities through teaching and learning about fairness, justice, rights and responsibilities and through developing an understanding and appreciation of diversity
- respond positively to opportunities, challenges and responsibilities and to cope with change and adversity.

The behaviour policy is a whole school policy which needs to be supported and observed by all members of the school community – teachers, non-teaching staff, parents and children. The policy establishes the agreed ways in which all members of the school community will contribute to the learning environment.

**Through our behaviour policy we aim that all children:**

- show respect for others e.g. listening, taking turns, working co-operatively
- act with consideration towards each other
- tell the truth
- take personal responsibility for actions
- show self-discipline
- foster a sense of community
- help others when necessary
- show respect for property

**This policy behaviour rejects the following behaviour:**

- Bullying, whether physical, verbal or exclusive
- Racist, sexist or homophobic behaviour
- Using foul or unacceptable language
- Rudeness or aggression
- Damaging property
- Cheating
- Deceit
- Cruelty
- Irresponsibility
- Dishonesty

We believe that everyone within the school community has the right to respect from others, the right to learn or to teach and the right to feel safe. With these rights go responsibilities – to help others feel safe and happy, to help others learn, to show respect for people, to show care for other people’s property and to look after the school buildings, furniture and equipment. Children are encouraged to take on these responsibilities and also be responsible for their own behaviour when the desired behaviour is not exhibited. Children are also encouraged to be independent - to learn how to sort out problems by themselves and know when to seek adult intervention.

## THE GOLDEN RULES.

All children are expected to follow the **Golden Rules**. The Golden Rules are as follows:

- **Do** be gentle **and don't** hurt anybody
- **Do** be kind and helpful **and don't** hurt people's feelings
- **Do** be honest **don't** cover up the truth
- **Do** work hard **don't** waste time
- **Do** look after property **don't** waste or damage things
- **Do** listen to people **don't** interrupt

All children receive 20 minutes Golden Time each week as a reward for good behaviour.

### Rewards and Sanctions

When a child breaks a Golden Rule, they are given a warning. If the behaviour persists, 2 minutes Golden Time is taken away. Children can lose a maximum of 12 minutes per week. Golden Time is not restored once lost.

If the child continues to misbehave after the removal of 2 minutes Golden Time, another warning is given, followed by removal of 2 more minutes and "time out" in another classroom. "Time out" sheets are filled in by the child when there, recording what they did wrong and what the correct behaviour should have been.

Teaching Assistants and lunchtime supervisors follow the same guidelines and notify teachers of any minutes lost.

If these strategies do not lead to a modification of behaviour then the following may be considered:

- a referral to the head teacher
- a telephone call to the parents

### Attendance

#### HOW GOOD BEHAVIOUR IS ENCOURAGED

Children are encouraged to behave well by regular reference to **the Golden Rules**.

They are given opportunities to discuss the importance of good behaviour in PSHE lessons, Circle Time and assemblies.

The following strategies are used to encourage good behaviour:

- setting up strong classroom routines in the 'establishment phase' of the school year
- ensuring that rules and routines in each class conform to whole-school policy
- emphasising that behaviour is a 'choice' for which the child is responsible
- involving all staff in the process
- setting up clear 'time out' procedures.

## **BULLYING AND RACIAL HARASSMENT**

- All members of the school community need to understand what constitutes bullying and be alert to signs that bullying is taking place. The school should ensure that its response to bullying is clearly understood by all members of the school community and everyone should be clear about their role and responsibilities in preventing and responding to bullying.
- Staff must ensure that all reported incidents of bullying are followed up.
- Facts must be established clearly, taking separate accounts from victims, bullies and witnesses.
- Victims must be offered comfort, support, advice and concrete help, including strategies for preventing and dealing with bullying. Reassure the victims but don't make them feel inadequate or foolish.
- An incident log to record and monitor all incidents of bullying must be kept.
- Playgrounds are areas where bullying is most likely to occur. Pupils report name calling to be more distressing than physical assault. Name-calling is used in the initial stages of bullying to test out the response of the supposedly vulnerable. Good supervision at this stage prevents escalation into crisis and can prevent disputes carrying over into classroom disruption.

### **Pupils**

It is important that pupils should:

- learn about what constitutes bullying and what to do about it
- have opportunities to develop the skills to resist bullying and to deal with bullying.
- to be aware that knowing about bullying by or to others and doing nothing is unacceptable. Victims and witnesses of bullying should know that is 'OK to tell' and that they will receive practical help if they so do.
- Understand that things **CAN** be done to stop bullying and that this not only affects the bully or child being bullied, but **everybody's** behaviour.

### **Parents**

Parents, carers and families have an important role to play in helping the school deal with bullying. They should:

- discourage their children from bullying behaviour at school, at home or elsewhere
- take an active interest in their children's school life, discuss friendships, how playtime is spent and the journey to and from school.
- watch out for signs that their children are being bullied, or are bullying others
- contact the school at the first sign if they are worried that their children are being bullied or are bullying others.

### **Procedures for dealing with Bullying.**

- Each class teacher will clarify and agree classroom rules and consequences based on rights, responsibilities and Golden Rules as specified in the Policy, at the beginning of each academic year.

- Staff will work together to actively promote and 'model' positive behaviour, attitudes and values.
- School assemblies will focus on positive behaviour and heightening awareness of rights, responsibilities and rules as well as bullying and its consequences.
- Teachers will talk with their classes about bullying and what they should do as an individual if they are bullied, or witness, or are aware of any bullying.

#### **LINKS WITH HOME.**

All parents are issued with a summary Behaviour and Discipline Policy included in the 'Welcome Pack'. In addition, parents and pupils are asked to sign a 'Home School Agreement', which is also included in the Welcome Pack.