

Guildford Grove Primary School

The Management of Pupil Behaviour at Guildford Grove

It is our task as teachers and practitioners at Guildford Grove School to promote and support our children's learning and enable each one of them to achieve their full potential. We endeavour to provide a school day that excites challenges and motivates each child, and allows them to develop as independent learners. Our organisation of their learning promotes enjoyment, perseverance and self-discipline. We encourage the children to achieve personal excellence in all aspects of work and behaviour.

The staff at Guildford Grove recognise that the effective management of pupil behaviour is a whole school issue and that a united and consistent approach by all members of the team is critical to its success. This policy (along with our Behaviour Management Portfolio) outlines the core principles and values which underlie the strategies that all adults use to manage pupil behaviour. Colleagues are urged to engage in open discussion and seek advice in order to enhance their behaviour management skills so that the children in their care can flourish and achieve the highest possible standards whilst at school.

Core Principles and Values

At Guildford Grove we believe that quality relationships at all levels lie at the heart of all that we do. We know that children behave best when they are motivated intrinsically, when all staff use a shared language of choices, when the culture of the school is positive and nurturing and where expectations are kept high at all times. The school is dedicated to ensuring inclusion occurs, where every child and adult feels comfortable to voice their opinions, is listened to, feels safe and fairly treated.

Aims

The purpose of the behaviour policy is to encourage the highest levels of behaviour and support pupils in their responsibility for their own behaviour management. This document also provides staff with a range of strategies which they can use in their classroom to both promote and foster good behaviour but also de-escalate poor choices if they are ever made.

This policy extends to all members of the school community and has been devised in consultation with staff, pupils, governors, parents/carers.

The Behaviour Policy aims to:

- ensure the expected standards of behaviour are shared with the school community;
- ensure all adults and pupils understand, support and promote the principles underpinning this policy;
- ensure boundaries, consequences and rewards are consistent, understood by all and comply with our core values;
- enable pupils to develop a reasoned, self-disciplined and socially acceptable behaviour, demonstrating respect towards each other and adults;
- allow all to reach a high level of self-esteem where they feel happy, feel good and enjoy each other's company;
- maintain high standards of appearance and orderliness around the school;
- ensure effective learning opportunities for all;
- ensure inclusive practice and equality of opportunity.
- **meet the current advice regarding COVID-19**

Our commitment at Guildford Grove

The principles of acceptable behaviour are outlined in the school's CODE OF CONDUCT (including COVID-19 Code of Conduct), our LEARNING MANIFESTO and our GOOD LEARNING HABITS document. These are interpreted in each class in their classroom rules and all documents are clearly displayed in every classroom and on the school website.

We believe that high self-esteem and successful learning are dependent on:

- the quality of relationships at all levels of our school. We will work as a high performing team to achieve this;
- mutual respect and understanding. We will use timetabled circle work and PSHE lessons as a means to make this a reality;
- the quality of the learning environment. All the learning areas and classrooms will be orderly and uncluttered, and we will use interesting artefacts, displays and music to create a calm and purposeful learning environment;
- the appropriateness of the curriculum, the tasks we ask children to undertake and the teaching styles we use. The quality of learning and teaching will be a continual focus for the school and of our staff development programme.

Behaviour Management

Use of language

Staff at Guildford Grove know that the language we use is critical and will determine the tone of relationships in the school:

- we will be consistently positive with our pupils. We will avoid the use of 'don't', choosing instead to remind pupils of the appropriate behaviour, eg. 'Remember we walk here...' At Guildford Grove we open doors for adults.'
- we will use 'I statements' to avoid a confrontational tone in our discussions with pupil;
- we will use peers to focus on desired behaviour e.g. 'I very much like the way Amy is sitting and paying attention.'
- we will 'catch our pupils being good' and use specific praise to notice their good behaviour
- we will have conversations with children to help them to understand that they have choices in their behaviour and that must take personal responsibility for the choices they make. We always separate the behaviour to be corrected from our feelings about the child and will use a RESTORATIVE APPROACH when talking to children about their behaviour.

The language we use helps us to establish a culture where the children are keen to please and focus on their learning.

Preventative and de-escalation measures

The school believes that preventing inappropriate behaviour is more effective and beneficial to pupils than managing situations when they occur. We know that key to this is staff having a detailed understanding of each child as an individual in order that we can personalise the approach that we use with different children according to their needs; we are not afraid to operate within the grey area when a particular child requires it. We use our strong understanding of SEND and pupil's social needs to inform the approach we take. All our staff are trained in specific issues which may affect the behaviours of some of our children eg. autism, autism in girls and attachment disorders.

We strive for the highest quality teaching and learning (including our PSHE curriculum) and have a creative and highly motivational curriculum which engages our pupils. We offer the correct balance of support and challenge in the tasks that are planned for in order to negate the chance of poor behaviour.

We use a wide range of strategies to de-escalate behaviour when things start to deteriorate. Strategies include, for example, distraction, empathy, humour and providing time and space for the pupil (see Behaviour Management Portfolio for full list of strategies).

Rewarding good behaviour

The school recognises that a positive learning environment can be created by recognising positive efforts, praising pupils and building mutual respect between staff and pupils, and between pupils themselves. We use a system of intrinsic motivation to reinforce good behaviour; our children respect their teachers and so want to please them. To achieve this we, for example, give specific praise and feedback to our children, send them to other members of staff for praise and communicate with their parents to let them know when we are pleased with them.

Dealing with poor behaviour – procedures to follow

If a child chooses to behave in an inappropriate way it is essential for the pupil to understand that it is the behaviour that is unacceptable, and not the child. All staff have been trained on RESTORATIVE JUSTICE and use these techniques when discussing behaviour with children.

In the first instance staff will:

- refer to the Classroom Rules and School Code of Conduct **as well as COVID-19 Code of Conduct**;
- tell the child that you do not approve of that behaviour;
- indicate clearly the desired behaviour;
- request that they make the correct choice to alter their behaviour.

Teachers will use their professional judgement about a pupil's behaviour, but should consider the following categories and procedures to follow for guidance.

| STAGE | EXAMPLE OF BEHAVIOUR | INTERVENTIONS AND CONSEQUENCES |
|-------|---|--|
| 1 | Low level inappropriate behaviours eg. Calling out | Apply positive strategies to encourage appropriate behaviours in-line with the school's ethos. A teacher will be able to deal with this level of poor behaviour from their own kit bag of strategies. eg. ignore, deal with within the classroom, Kelso's choices. |
| 2 | Medium level inappropriate behaviours If a child continues to repeat the unwanted behaviour and doesn't respond to the class teacher's request of modifications. e.g. persistent disruptive behaviour, deliberately causing a disturbance, general refusal to follow requests, offensive language. | Apply positive strategies and consequences to encourage appropriate behaviours in-line with the school ethos. e.g. class teacher to talk to parents and pupil, record incidents on CPOMs, give choices/expectation with timescale, use visual timer, lose time at break. |
| 3 | Higher level inappropriate behaviours e.g. serious challenge to authority harming someone, repeated refusal to do tasks, harmful and offensive name calling, continuing to leave the class without permission, fighting and intentional physical harm to others, malicious allegations against | Send for support (Senior Leadership Team) using Teams communication. This should only be done as a last resort due to cross contamination risk. The SLT will repeat the procedures outlined and make a decision about how to proceed. e.g. Outside agencies involved, Behaviour Plan (SEND Reviews) in place to target improvement. Continue to record behaviour on CPOMs when necessary. Involve parents in weekly reviews with class teacher and SLT. |

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| | staff and persistently ignoring COVID-19 rules | |
| 4 | <p>Serious inappropriate behaviours</p> <p>e.g. bullying (physical and emotional), deliberately throwing objects with the intention of harming someone, repeated challenge to authority, extreme danger of violence, leaving school boundaries bringing banned substances or items into school. *</p> | <p>e.g. all of the above in Stage 3</p> <p>Internal exclusion</p> <p>Fixed term exclusion</p> <p>Permanent exclusion</p> |

*** Any pupil who commits serious or persistent breach of the new Covid-19 protection rules may be sanctioned by the headteachers using the full range of sanctions available, dependent on the seriousness of the breach, up to and including in extreme cases permanent exclusion'.**

Record keeping

Teachers will log behaviour on CPOMs as necessary to record brief notes of children who are behaving poorly on a regular basis, detailing the date and nature of the incident and any action taken. Teachers will notify the SENCo if a child's behaviour continues to remain a concern to discuss whether they need to be placed on the SEND register.

The SLT will record formally any incidents they deal with on CPOMs. CPOMs will be analysed termly in order to identify trends and plan for improvement or provide support. Regular behaviour walks of the classrooms, corridors and playground as well as classroom observations of learning help the SLT to assess behaviour.

Pupils and parents are given the opportunity to share their views about behaviour in the annual Pupil Audit and Parents' Questionnaire. These views also help shape the SLTs priorities for the forthcoming year.

Bullying

The school will take all reasonable measures to ensure the safety and wellbeing of all students and staff and this includes the protection from bullying. The school aims to combat bullying and other harmful behaviours using, amongst others, preventative strategies developed through our PSHE curriculum. Further information and advice is available in the school's **Anti-Bullying Policy** and **e-Safety policies**, copies of which can be obtained from the school office or on the website.

Managing pupil transition

We carefully manage the transition of pupils as they progress from one year groups to another and, to a greater extent, from Key Stage to Key Stage. Pupils have transition sessions with their new class or teacher, and we hold transition meetings at every move to enable clear communication for staff. We are especially careful in planning for the transition of children with particular needs e.g. transition books are produced for ASD children to have over the summer break so that they can remember key adults and areas of the school that they need to be familiar with.

We have good communication with local feeder schools and pupils are encouraged to attend taster days and visit prospective new schools. Year 6 teachers, the SENDCo and our HSLW liaise with Heads of Year 7 of the secondary schools and the Designated Safeguarding Leads in order to ensure a smooth transition in secondary school. We also organise tailor made transition groups, supported by specialist teachers from Behaviour Support, to work with key identified children before transition to secondary school.

Transition will be affected due to the changes with COVID-19.

Physical contact with pupils and use of reasonable force

The school recognises that there are occasions when physical contact (other than reasonable force) with a pupil is proper and necessary, such as:

- holding the hand of the pupil
- when comforting a distressed pupil
- when a pupil is being congratulated or praised
- to demonstrate how to use equipment
- to demonstrate techniques
- to give first aid

Physical touching is not encouraged during the COVID-19 pandemic but we understand that there will be times when staff may need to make physical contact.

Under Section 93 of the Education and Inspections Act 2006, all staff members may use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property. Use of force should only be used as a last resort. The school does not encourage the use of force and it will be used rarely. The degree of force used will be the minimum needed and proportional to the situation. **(see *Policy on the use of Touch and Restrictive Physical Intervention*).**

Allegations against staff

Allegations against staff will be taken seriously and will be dealt with quickly and in a fair and consistent manner which provides effective protection for the pupil and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against publicity while an allegation is being investigated **(see *Management of Allegations Policy and Whistle Blowing Policy*).**

Relationship with other policies

This policy must be read in conjunction with the school's Teaching and Learning, Attendance, Safeguarding, Whistle-Blowing, Management of Allegations, Equality, SEND, Touch and Restrictive Physical Intervention, Anti-Bullying Policies)