



The Management of Pupil Behaviour at Guildford Grove

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Guildford Grove Primary School

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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 the resulting 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 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 and RSE 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;
- the ability of children to self-regulate. We use The Zones of Regulation curriculum to enable pupils to be in the best state of alertness of both the body and emotions for the specific situation.

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, e.g. 'Remember we walk here...' At Guildford Grove we open doors for others.'
- 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.
- we will teach children to label their emotions, in relation to The Zones of Regulation. Adults will use a shared language e.g. 'you look like you're in the red zone'. They then support children to use tools in order to return to the best state of alertness for the situation. This may be the yellow or green zone.

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 pupils' 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, ADHD 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. Staff receive training on RESTORATIVE JUSTICE and they use these techniques when discussing behaviour with children.

In the first instance staff will:

- refer to the Classroom Rules and School 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,	Send for support e.g. a member of the Senior Leadership Team or a Phase Leader. The SLT or Phase Leader will repeat the procedures outlined and make a decision about how to proceed.

	harmful and offensive name calling, continuing to leave the class without permission, fighting and intentional physical harm to others, malicious allegations against staff and persistently ignoring COVID-19 rules	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/fortnightly reviews with class teacher and SLT.
4	Serious inappropriate behaviours 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. *	e.g. all of the above in Stage 3 Internal suspension Fixed-term suspension Permanent exclusion**

*** Any pupil who commits serious or persistent breach of the any current 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'.**

****Please see the attached appendix regarding suspensions and permanent exclusions.**

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 SENDCo if a child's behaviour continues to remain a concern to discuss whether they need to be placed on the SEND register.

The staff 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 SLT's 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 are 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 Home School Link Worker (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 may be affected due to any 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

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)

APPENDIX

Criteria for a suspension (fixed-term exclusion) and permanent exclusion

The following table assumes that the school and adults working within the class have used all their strategies and advice from co-professionals to make reasonable adaptations for the child in the context of a mainstream school.

Behaviours that could lead to a suspension (fixed-term exclusion)
<ol style="list-style-type: none">1. Repeated swearing or using obscene language/BSL signs to staff and/or pupil.2. Repeated violent behaviour leading to the injury of another pupil and/or member of staff.3. Repeated behaviour where there is a loss of control leading to trashing a classroom/area of the school which then has an impact on the learning of the other pupils.4. Repeated use of racial abuse.5. Repeated and prolonged low-level disruption and/or defiance and refusal to comply that has a negative impact upon the learning of pupils and upon the ability of the adult to teach a lesson or on senior leaders to run the school.6. Intimidating, threatening and/or aggressive behaviour and/or words/BSL signs towards another pupil or member of staff.7. A pupil putting him/herself/themself in danger either in school or when attending an off-site activity.8. A pupil using behaviour that is putting another pupil or member of staff in danger when in school or when attending an off-site activity.9. Pupils can be excluded for behaviour outside school. This may include behaviour on school trips, on the way to and from school and behaviour which may bring the school into disrepute.10. Cyber-bullying which takes place in or out of school may also lead to an exclusion.11. Serious incidents that are in breach of the Online Safety Policy12. Repeated inappropriate and/or harmful sexualised behaviour* towards a member of staff and/or another pupil.13. Repeated inappropriate and harmful sexualised* online activity.

Behaviours that could lead to a permanent exclusion
<p><i>NB - A decision to exclude a pupil permanently will only be taken in response to a serious breach or <u>persistent</u> breaches of the school's behaviour policy and when allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or other people within the school.</i></p> <p>This might include:</p> <ol style="list-style-type: none">1. Bringing a weapon into school.2. Bringing prohibited drugs into school.3. Behaviour resulting in a serious injury or violation to a member of staff and/or another pupil.

* The DfE definition of harmful sexual behaviour: “Sexual behaviours expressed by children and young people under the age of 18 years old that are developmentally inappropriate, may be harmful towards self or others, or abusive towards another child, young person or adult.

S Hackett, ‘Children and young people with harmful sexual behaviours’, Research in Practice, 2014