

BEHAVIOUR POLICY

THIS IS A WHOLE SCHOOL POLICY WHICH APPLIES TO EYFS, JUNIOR AND SENIOR SECTIONS OF THE SCHOOL.
THIS POLICY CAN BE FOUND ON THE SCHOOL WEBSITE AND IS ALSO AVAILABLE ON REQUEST FROM THE SCHOOL OFFICE.

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BEHAVIOUR POLICY

The behaviour of children at Gayhurst is integral to their development and wellbeing at the school. The school has high expectations of all pupils and seeks to reward positive, kind and well-mannered behaviour on a consistent and regular basis.

The aim of this policy is to promote good behaviour and respect within the school, explicitly stating the standards expected from children and what reward and consequence systems are in place. This policy supports the school aims and ethos, helping to instil the following values in its pupils:

- An enthusiasm and thirst for learning (curiosity) and appreciation that it is a continuous process
- Flexible and adaptable minds - to acquire and apply knowledge, skills and understanding in different contexts and be able to solve problems
- To show empathy, care and consideration for others as well as themselves
- The emotional strength to cope with adversity through persistence, resilience and development of a growth mind set - responding positively to failure and setbacks
- Leadership and teamwork - to collaborate, inspire and support one another
- Independence - to be self-motivated and able to act on their own initiative
- Confidence and self-discipline.

Gayhurst School acknowledges its legal duty under the Equality Act 2010 in respect of safeguarding and pupils with special educational needs.

This policy has been developed in consideration of the non-statutory advice provided in 'Behaviour and Discipline in Schools' (2016).

Good behaviour is to be promoted at all times. This policy should be read together with the school's Anti-bullying policy, Internet, Exclusion, Equal Opportunities and Special Educational Needs and Disability policies.

Throughout the school children are expected to:

Be kind to others
Be gentle
Be polite and show good manners
Be sensitive to other people's feelings
Be honest
Be thoughtful in behaviour
Be inclusive

Gayhurst School prohibits the use of corporal punishment. Corporal punishment is neither used nor threatened at Gayhurst.

1. Positive Behaviour Management & Support

Wherever possible, positive reinforcement should be used in encouraging productive behaviours at Gayhurst. In the classroom, positive behaviours for learning, such as listening, respect and collaboration will be encouraged and rewarded. Beyond the classroom, Gayhurst staff are expected to role model the positive, kind and respectful behaviours both in their actions and interactions with each other and the children.

Whenever a member of the Gayhurst community's behaviour does not meet the expected standard, we will always endeavour to seek to support the individual in seeking the reason or cause of their actions and allowing them to reflect on the impact of their behaviour and how they could have acted differently. We believe there is always a cause to any action and therefore the support that staff, parents and the wider community can put in place for our children is vital to making adjustments to future behaviours. We recognise the age of our children and that they will make mistakes from time to time. With appropriate support and reflection, our aim is that they do not repeat the mistakes or behaviours that are beyond our expectations for their conduct.

2. Role of Staff

It is expected that staff at Gayhurst School have the highest expectation of children's behaviour and are seen to be role modelling positive behaviour at all times. As a member of the staff team, it is expected that positive reinforcement is used consistently throughout the school and rewards given where appropriate. If a child's behaviour becomes physical or abusive, staff are able to 'use reasonable force' to either restrain a child or keep them from causing injury to themselves or others. Further guidance on our use of reasonable force can be found in Section 11.

Staff who accompany children off-site, should refer to the Trips & Visits Policy, along with risk assessments for the different travel arrangements.

3. Junior School (Nursery - Year 2)

Children are praised and rewarded for good behaviour in a variety of ways. The Golden Rules underpin the behaviour policy of the Junior School and are rewarded upon accordingly.

3.1. Golden Rules

- be gentle
- be kind
- be honest
- work hard
- look after property
- listen to people and include others in your games

The following systems are used to encourage good behaviour and positive attitudes to learning:

3.2. Rewards used are:

- Certificates and stickers are awarded in assembly each week for demonstrating MAGIC (Manners, Academic, Grit & Resilience, Independence and Confidence) qualities
- Golden time
- House points
- Postcards home
- Stickers
- Stars
- A variety of stamps
- Cup for kindness (end of each term in Year 2)

The class teacher deals with behaviour and the appropriate action taken. Play time incidents are dealt with by the teacher on duty. These are reported to the class teacher. **Consequences** are needed to discourage unacceptable behaviour and to ensure the safety of other children and staff. All staff should ensure that the punishments are proportionate to the offence and that they are constructive, enabling children to make reparation. These might include:

- ‘time-out’
- Loss of break time
- ‘clouds’ (Nursery and Reception only)
- Loss of Golden Time

Parents are informed in more serious cases. Occasionally it may be necessary for the Assistant Head, Junior School to contact the parents.

As in the Senior School the Head reserves the right to suspend for a fixed period or exclude permanently a pupil for extreme bad behaviour such as persistent disruption, malicious or anti-social behaviour. In such instances the Chair of Governors is always informed.

3.3. Support Systems

To help some pupils achieve a certain level of behaviour or improve their attitude to work, they may be given support systems which are put in place when a child needs guidance and support to manage their behaviour. These might include target books or specific guidance for key staff. These systems will be drawn up with the parents/children/class teacher.

4. Senior School (Year 3 to Year 6)

The children’s code of conduct states that behaviour towards others should include:

- Show good manners and courtesy at all times.
- Be kind to other pupils, especially younger pupils.
- Treat others as you would like to be treated.

- Bad language is never appropriate.
- Personal property should only be touched by its owner.

4.1. Rewards

House points (positive reinforcement) can be awarded to a pupil by any staff member for good conduct/behaviour. The member of staff initials the relevant box in the children's Prep Diary and can make comment on reason if appropriate. The acronym of MAGIC (see appendix) is used for the award of House Points. If a child receives a house point in each of the sections, they receive a weekly MAGIC certificate from their form teacher. If the reward is deemed worthy of more than one House Point, then a postcard home may be written as a reward and note the positive action.

House points are collated weekly by Form Tutors and entered onto the school's management information system. The Deputy Head totals these and calculates an average per pupil in House groupings, which are reported to children weekly during assembly and displayed on the notice board. At the end of each term, the winning house is awarded a 'Prize Activity' as a reward for their efforts.

Commendations are awarded half-termly to children for their endeavour in each class. Three or more subject awards result in the certificate being presented in assembly by the Head; all commended pupils receive their Commendation certificate either in assembly or via a senior member of staff.

4.2. Poor Behaviour and Consequences

In order to promote good behaviour, this should be rewarded as much as possible and used as an example to those children not always behaving in the desired manner. It is accepted that, at times, it is appropriate to manage poor behaviour as set out below.

Most poor/inappropriate behaviour can be dealt with on the spot by any teacher, either in the classroom or outside. However they may deem it necessary to inform the Form Teacher. Depending on the seriousness of the incident it may well be passed on to either Assistant Head Junior or Senior or if required the Deputy Head. It should by this time have been recorded in the pupils' homework diaries and the behaviour log, which is on the school's MIS. The case may then be taken further by informing parents, the use of Report Card and/or taking the case to the Head if particularly serious and meriting a stronger consequence.

There are however, pupils whose needs and circumstances must be taken into account when implementing the school's behaviour policy. There are pupils with Special Educational Needs [SEN] or disabilities and other groups defined by Ofsted as at risk within the education system. This also includes pupils in minority ethnic or faith groups, pupils who need support to learn English as an additional language [EAL], sick children, children from families under stress and any other pupils at risk of disaffection or exclusion. Pupils in all these groups may at some point require the school to take account of their individual needs and circumstances when applying the school's behaviour policy. This can also be said for circumstantial considerations such as preparation for secondary school transition and outside testing periods.

The following list provides a **guideline** as to the offences and the disciplinary procedure which might be used by staff bearing in mind the above:

Reprimand/Caution (Usually first or second offences):

- Disruptive behaviour
- Failure to bring appropriate books/materials/equipment to a lesson
- Not handing in Homework on time
- Inappropriate language
- Being in an area deemed out of bounds without a member of staff present
- failing to adhere to the Code of Conduct (Appendix A)

5. Referral to Senior Leadership

The following misdemeanours which occur during lesson times, break times or elsewhere should be referred to the Assistant Head Junior School or the Assistant Head Senior School. These incidents should be recorded on iSAMS under Behaviour/Reward & Conduct. The following are guidelines as to what should be reported:

- Persistent lateness to a lesson
- Persistent disruptive behaviour
- Rudeness
- Defacing/damaging school property
- Behaviour which is a danger to others
- Violent or physical behaviour with intent to hurt others
- Refusal to co-operate
- Persistent inappropriate language
- Persistent teasing/physical behaviour to others
- Incorrect School Uniform.
- Being off the School premises without permission.
- Bringing a forbidden item into school.

Staff may use consequences such as writing letters of apology, loss of break time, clearing or tidying up and litter collection. The consequence should 'fit the crime' so that offenders are made aware through the consequence given, of the wrong which has been done. Consequences such as standing outside the classroom or running around the field are inappropriate and should never be used.

When considering consequences staff must be aware that punishments which could be construed as personally humiliating are inappropriate and this clearly includes derogatory references especially where any form of discrimination is concerned. **Corporal punishment is against the law and any form of direct physical punishment is inappropriate and must not be given.** This obviously does not include tidying, cleaning and sundry similar tasks.

The use of reprimand is always the most effective and this could be underscored at the end of a lesson, activity, break time etc. This should always be done calmly and fairly and an individual or group should never be shouted at. Any child being reprimanded should be given sufficient opportunity to present their case before any reprimand or consequence is given.

Referral to the Form Teacher, Head of Department or a member of the Senior Leadership Team in addition to the reprimand might be necessary.

Depriving children of an activity (ie missing a trip or involvement in a sports fixture) due to poor behaviour during or prior to that activity might be appropriate.

Repeating or completing academic work during break times due to poor work or attention during lesson times might be appropriate bearing in mind that the child/children must be supervised by a teacher.

Contacting the parents might be necessary. This would usually be by telephone or by a face-to-face meeting. A note in the homework diary might also be appropriate.

A class, year group reprimand might be appropriate and this would normally be carried out by or under the supervision of a member of the Senior Leadership Team.

Verbal apologies and/or letters of apology are eminently suitable for certain misdemeanours.

Instances of anti-social behaviour must be recorded in the behaviour log (which notifies members of SLT) so that a record can be kept and a follow-up carried out particularly if there is a pattern or a persistent nature to the entries.

6. Report Card

This is used where a pupil persistently offends. It may also be used where work is poor, either in class or at home or homework is repeatedly not done. There must be evidence to support the use of this procedure.

Report Card Procedure

When a pupil is put on report it is for either persistent misbehaviour in school OR persistent failure to satisfy the staff as far as academic work is concerned OR a combination of the two.

The object of the report system is to monitor the pupil as closely as possible with regard to specific problems.

When the decision is made to put a pupil on report the Deputy Head or Assistant Head Senior School will contact the parents explaining the reasons. They will also explain the report card procedure emphasising the importance of parental involvement. Staff are advised via their regular meetings. The pupil will present the report card to the member of staff at the beginning of the period. This applies to all academic lessons.

Where breaks, lunches and games/P.E. are concerned the member/s of staff responsible will ask for the report card to be presented to them if there is a problem within that/those period/s.

At the end of the day, before the pupil goes home, the report card will be presented to the Head/Deputy Head/Assistant Head Senior School or Form Teacher depending on the circumstances and who is overseeing the report. At this stage progress and regression will be discussed before it is signed. The pupil will then take the card home daily to be signed by a parent or guardian. This is important because it means all parties are aware of the situation and the steps being taken to remedy it.

At all stages the aims for keeping the report up to date will be on the pupil. Likewise, the pupil is responsible for the condition of the report card itself.

The length of time a pupil is on report might vary. In most cases the report would be for a week. If no progress has been made the report might continue but undoubtedly, in such cases, a discussion with the parents would be in order if not imperative.

The report system, while in essence punitive, is also a means by which extra support can be given to a pupil from staff, parents and senior teachers and it is in this context that it should be viewed.

The completed Report Card must be filed in the Office with a copy in the Pupil's File in the Staff Room.

7. Suspension or Exclusion

The Head reserves the right to suspend for a fixed period or exclude permanently a pupil for extreme bad behaviour such as persistent disruption, malicious or anti-social behaviour. This might also include malicious accusations against staff. In such instances the Chair of Governors is always informed. Exclusion is the final act open to the Head after all other behaviour and support systems have been attempted. Further information and guidance can be found in the school's Exclusion Policy.

A record is kept in the Head's office of all consequences such as internal, fixed or permanent exclusions and any loss of privileges for serious misbehaviour.

8. Allegations against staff

The School takes its responsibilities for safeguarding extremely seriously. All members of the School community should be aware that any allegation of improper behaviour or unprofessional conduct made against a member of staff will be treated with the utmost seriousness and will always be managed in accordance with the procedures set out in the appropriate School policies and procedures, in particular the Safeguarding Policy.

Should an allegation made by a pupil against a member of staff be found to be deliberately invented or malicious, the School reserves the right to treat this action as serious misbehaviour by the pupil, and manage that misbehaviour in accordance with this policy, and the School's Safeguarding Policy and Exclusion Policy, as appropriate. Pupils should be aware that malicious allegations of abuse against staff (or indeed other pupils) may result in the suspension or permanent exclusion of the accuser, from the School, and that incidents may also be referred to the Police, where appropriate to do so.

School staff are encouraged to report any Low-Level Concerns (LLC) to the Head regarding a colleague and a record of this will be kept. For further details, the LLC policy should be read.

9. Contextual safeguarding

Staff will always consider the context and motive of a pupil's misbehaviour and consider whether it raises any concerns for the welfare of the pupil. If staff reasonably suspect that a pupil may be suffering, or is likely to suffer significant harm, whether inside or outside of School, they should follow the procedures set out in the School's Safeguarding Policy and discuss their concerns with the School's Designated Safeguarding Lead (DSL), without delay.

The School will also consider whether any disruptive behaviour might be the result of unmet educational needs, or any other needs, and will discuss concerns with the pupil's parents accordingly.

10. Quick Reference Guide to Forbidden Items

- Watches (except Year 5 and 6)
- Matches/lighters
- Radios/personal stereos
- Knives or bladed articles
- Jewellery (unless on religious grounds) (one pair of plain gold or silver stud earrings are permitted)
- Sweets of any kind - staff must not make use of sweets as a form of reward to pupils. Sweets may be brought to school on the last day of term and only eaten after Final Assembly under the supervision of the Form Teacher or on a birthday and given out at the end of the school day. If a Form Teacher does give permission for this then he/she must be fully aware of which pupils, if any, may have allergies
- Tippex
- Any item which may be damaging to health and safety
- Alcohol and drugs

10.1. Searching

The School reserves the right to search pupils and their possessions.

The Head, or a member of staff authorised by the Head, may search a pupil provided there is another staff member present as a witness. The School does not conduct intimate searches and only a pupil's outer clothing (for example coats, hats, shoes, gloves and scarves) will be removed to facilitate a search, but a pupil will first be given the opportunity to 'empty their pockets' and to disclose anything that they should not have in school.

The School will always consider the age of the child to be searched and any SEND or vulnerabilities (including certain health conditions) the child may have before conducting the search to decide whether any additional precautions or adjustments are needed.

The consent of a pupil will usually be obtained before conducting a search unless the Head (or authorised member of staff) reasonably suspects that the pupil has in his/her possession an item that has been, or is likely to be, used to commit an offence, or to cause personal injury to any person (including the pupil being searched), or cause damage to property, or the pupil has, or is reasonably suspected to have in his/her possession any of the following items:

- Knives;
- Weapons;
- Alcohol;
- Illegal drugs;
- Stolen items;
- Tobacco and cigarette papers;
- Fireworks;
- Pornographic or offensive images; or
- Any item banned by the School Rules (including electronic devices).

Where a member of staff reasonably believes that there is a risk of serious harm to any person (including to the pupil being searched) if the search is not carried out immediately, the Head (or authorised member of staff) is permitted to carry out a search of a pupil of the opposite sex. The Head (or authorised member of staff) is also permitted to undertake a search in this circumstance without a witness present only where it is not practical to summon another member of staff.

The School will inform the pupil's parents of any search conducted after the event, particularly where alcohol, illegal drugs or potentially harmful substances have been found as a result of the search. The parent's prior consent to undertake a search is not required.

The School will keep a record of all searches carried out, including the results of any search, and the actions taken following that search.

10.2. Confiscation

A member of staff carrying out a search may seize any item that they have reasonable grounds for suspecting is a prohibited item or may be evidence in relation to an offence.

Where a search identifies alcohol, tobacco or cigarettes, or fireworks they may be retained or disposed of by the member of staff but will not be returned to the pupil.

Controlled drugs will be delivered to the Police as soon as reasonably practicable but may be disposed of if the member of staff considers there is good reason to do so. Substances that are not believed to be controlled drugs however, but that are believed to be harmful or detrimental to good order or discipline, may be confiscated by a member of staff. If the School is uncertain as to the legal status of a substance it will be treated as if it is controlled.

In respect of weapons, or items that are believed to be evidence of an offence, these will be passed to the Police as soon as possible. Stolen items will also be delivered to the Police, but may instead be returned to the rightful owner, if there is good reason to do so.

Where a search identifies an item banned under the School Rules, the member of staff conducting the search should take into account all relevant circumstances and use their professional judgement to determine whether the item should be returned to its owner, retained by the School, handed to the police or disposed of.

11. Use of Reasonable Force

Like all schools, we reserve the right for our staff to use reasonable force to control or restrain a pupil in specific circumstances. Teachers and any other member of staff authorised by the Head have a statutory power to use "such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do" any of the following:
Committing any offence;

Causing personal injury to any person (including the pupil themselves);
Causing damage to the property of any person (including the pupil themselves); and
Prejudicing the maintenance of good order and discipline at the School.

The use of reasonable force means using no more force than needed and will always depend on the circumstances of the case.

The decision on whether or not to intervene will be a professional judgement of the member of staff concerned, and any force used must always be reasonable and

proportionate to the circumstances and seriousness of the behaviour, and must take into account any disability, certain health conditions or SEN that the pupil may have.

Selected staff are trained in the circumstances in which reasonable minimum force may be used, both as part of their induction and refresher training as required on managing pupil behaviour and all staff are aware that corporal punishment of pupils is strictly prohibited. In particular, they are advised always to use their voices first and to use the minimum force necessary to restrain a child for the shortest possible period of time. The use of force can include either passive contact (such as standing between pupils or blocking a path) or active contact (such as leading a pupil by the arm away from a situation). Members of staff (including non-teaching staff) may use reasonable force at any time off the School premises when they have lawful charge of the pupil elsewhere (e.g. on a school trip or other authorised out of school activity).

Staff training deals with the factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate that include:

- The seriousness of the incident, assessed by the effect of the injury, damage or disorder that is likely to result if force is not used;
- The chances of achieving the desired result by other means; and
- The relative risks associated with physical intervention compared with using other strategies.
- Every member of staff will inform the Head immediately after s/he has needed to restrain a pupil physically.

The School records the nature and date of the misbehaviour and any consequence imposed. The School will keep this information on via the school's behaviour log so that any patterns may be identified by the School.

We will always inform a parent when it has been necessary to use physical restraint on their child, and invite them to the School, so that we can, if necessary, agree a plan for managing their child's behaviour.

12. Mobile Phones and E-Safety

A pupil may bring a mobile phone to school if he/she travels on public transport or walking/cycling home. The phone must be handed into the Office on arrival at school and collected on departure.

As outlined in the Internet policy, online behaviour follows the same expectations as in other aspects of school. Children are taught how to behave appropriately both with the use of technology and whilst online. Further details of expectations and actions are outlined within the Acceptable Use Policy and Guidelines for use contained within the Internet Policy.

13. Parents and wider community

It is expected that all adults in the Gayhurst community prioritise the positive role modelling of kind, respectful behaviour to each other, staff and children. There is an understanding of the collective responsibility we hold in this regard and Gayhurst staff will look to engage in supportive measures where concerns may be raised.

Any adult who attends the school site is expected to contribute to the school's aims and ethos and if any concerns arise with this in mind, a member of Gayhurst staff should be notified immediately.

Any parent or visitor behaving inappropriately or in an intimidating or threatening manner may be asked to leave the school site, escorted from the site or banned for a defined period from the school site.

14. Appendices

Appendix A: - Senior School Code of Conduct

CODE OF CONDUCT

Around the School:

- 1: Always stay within school bounds.
- 2: Listen and react to what your teachers say.
- 3: Walk (don't run) around the school.
- 4: Make sure that your uniform is always neat and tidy.
- 5: Keep money, toys, sweets and drinks at home (unless your teacher tells you otherwise).
- 6: Hold doors open for adults and other pupils and always allow adults to pass through the doorway first.

In the Classroom:

- 7: Have the correct equipment with you.
- 8: Arrive promptly, settle down quickly, and concentrate on your work.
- 9: Raise your hand if you wish to speak.
- 10: Allow other pupils to work without distraction.
- 11: Stand up when an adult enters the room.

Behaviour towards others:

- 12: Show good manners and courtesy at all times.
- 13: Be kind to other pupils, especially younger pupils.
- 14: Treat others as you would like to be treated.
- 15: Bad language is never appropriate.
- 16: Personal property should only be touched by its owner.

GOLDEN RULE:

USE COMMON SENSE, THINK OF OTHERS AND, IF IN DOUBT, ASK AN ADULT.

Appendix B: - House Points

House points awarded in following categories:

M - Manners

A - Academic (Effort & Achievement)

G - (GRIT) Resilience

I - Independence

C - Confidence

If a pupil earns a House Point in all 5 areas during a week, they achieve a 'MAGIC Week' and are presented with a certificate in Assembly.