



Gerrans School
(part of The Roseland Multi Academy Trust)

Behaviour Policy
(Statutory)

Approved: Autumn Term 2020

Next Review: Autumn Term 2021

Equality Impact Assessment - Policy Review

In reviewing this policy, we have tried to make a positive impact on equality by considering and reducing or removing inequalities and barriers which already existed. We have ensured that this policy does not impact negatively on the dimensions of equality.

The Principles

Clause 91 of the Education and Inspections Act (Appendix 1) introduced, for the first time, a statutory power for teachers and other school staff to discipline students. The power came into force on 1 April 2007 and supports the school in dealing with discipline. The power to discipline includes regulating conduct outside of the school. To regulate conduct offsite for example – in order to promote positive behaviour during work experience, or a sporting event.

The Trust Board believes that appropriate behaviour in all aspects of school life is necessary. It seeks to create an inclusive, caring and supportive learning environment in the school by:

- promoting appropriate behaviour and discipline;
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- ensuring equality and fairness of treatment for all;
- encouraging consistency of response to both positive and negative behaviour;
- promoting early intervention;
- providing a safe environment; free from disruption, violence, bullying and any form of harassment;
- encouraging a positive relationship with parents and carers to develop a shared approach which involves them in the implementation of the school's policy and associated procedures;
- promoting a culture of praise and encouragement in which all students can achieve.

Roles and Responsibilities

- The Trust Board will establish, in consultation with the Headteacher, staff and parents/carers, a policy for the promotion of desired behaviour and keep it under review. It will ensure that this is communicated to students and parents, is non-discriminatory and the expectations are clear. Trustees will support the school in maintaining high standards of desired behaviour of students and staff.
- The Headteacher will be responsible for the implementation and day-to-day management of the policy and procedures.
- Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Headteacher, for creating a high quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently.
- The Trust Board, Headteacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or

national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to, and appropriately addressed.

- Parents and carers will be expected, encouraged and supported to take responsibility for the behaviour of their child both inside and outside the school. The school will encourage parents to work in partnership with the school to assist it in maintaining high standards of appropriate behaviour and will be actively encouraged to raise with the school any issues arising from the operation of the policy.
- Students are expected to take responsibility for their own behaviour and will be made fully aware of the policy, procedure and expectations. Students will also be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all inappropriate behaviour.

Procedures

The procedures arising from this policy will be developed by the Headteacher in consultation with the staff. The procedures will make clear to the students how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to staff, students and parents. The procedures will be monitored by the Headteacher via the Assistant Headteachers, to ensure they are consistently and fairly applied, and will promote personal responsibility and the principle that every member of the school has a responsibility towards every other member of the whole community.

Purpose:

To provide consistency across the school with regard to rewards

To provide consistency across the school with regard to sanctions

To agree the values, beliefs and attitudes which form the basis of 'behaviour'

Values of our school

- All individuals are equally valued and cared for
- All individuals are nurtured to develop self-worth and self-discipline
- All individuals show respect, tolerance and understanding
- All children have the right to be taught and to learn in a positive learning environment

Our Gerrans Golden Values fit with this

We are Gentle and Kind

We Encourage each other

We Respect others and property

We are Resilient learners

We are Always truthful and trustworthy

We are a Nurturing environment

We are Supersonic

To help us encourage these values in our children we seek to embrace the community by:

- Establishing and securing partnerships with families, parents/carers
- Establishing and securing partnerships beyond the school which include support services
- Being approachable, attentive and responsive to aspirations and/concerns

Positive Impact of our Behaviour Policy

Positive behaviour and positive reinforcement are valued in our school. In essence this means we notice and praise the good in all. It can also mean that we meet the needs of individuals and in some aspects of misbehaviour, tactically ignoring where it is appropriate to do so and focussing on what is going well.

Our school believes that Positive Behaviour and Reinforcement has:

- a good and effective influence on child and staff morale
- a positive effect on children's attainment, attitudes and dispositions to learning
- a significant part in promoting lifelong skills where good social interactions are needed as effective citizens
- a key place for pupils' safety and emotional well-being

These include:

Verbal praise, emails home, social media praise, communication with parents, written feedback in books, team points, school council representatives, certificates, trophies, star of the week.

Team Points

When children join Gerrans they are allocated into a House – Pendowr, Carne, Towan, Tatams. Each individual student is responsible for obtaining points for their house which are rewarded by following the Gerrans Golden Values.

Reading Karate

This is a reading reward system that encourages children to read frequently. Pupils work their way up through a series of bands/belts according to how many times they have read. The allocation of colour of the band/belt represents the amount that they have engaged in books at home.

Star of the Week:

Pupils who have been outstanding in upholding the Golden Values and have demonstrated this throughout the week. They get a mention in our school newsletter and also on social media outlets.

In our Friday Celebration Assembly one child is selected from each Class to receive a 'Star Pupil: Certificate of the Week' in recognition of their positive contribution during the week towards upholding Golden Values.

Each 'Star' pupil receives a Certificate which they can take home with a copy placed on Entrance Hall display board. These pupils are also included in the Weekly Newsletter so we can celebrate his/her achievements.

99 Club

This is a maths fluency timed challenge, if a pupil gets to their next level they will receive a certificate and this will be presented to the pupil in the Friday celebration assembly.

End of Term Celebration Assembly

This is a celebration for all, volunteers, staff and external colleagues included. Pupils who have been outstanding in following the Golden Values, Sports Teams, Musicians who have made exceptional progress, the school Choir, etc, will be rewarded with certificates and trophies and given a special mention.

Unacceptable Behaviours

In our school we seek to support all pupils with their behaviour, self-discipline and social interactions. We are astutely aware that for some pupils' additional guidance is required.

We consider the following behaviours to be unacceptable in a learning environment:

- Swearing or language used in a derogatory way
- Refusal to work with adults or other children
- Refusal to work on the "task" set by the adults in school
- Goading/inciting behaviour which causes other children to behave inappropriately
- Rudeness to adults and other children
- Gestures which are offensive
- Physical aggression
- Verbal aggression

This list is up to the discretion of the Headteacher and may be added to or amended to at any time.

Sanctions

Sanctions are required to respond to inappropriate behaviour. All staff at Gerrans School are TIS trained to various levels so before any sanction is put place, PACE (Protect, Attunement, Containment, Empathy) is followed. Only once the child is in a place to be able to reflect and rationalise on their behaviour should any sanction be enforced. A range of sanctions is clearly defined and their use will be categorised by

clarifying why the sanction is being applied and what changes in behaviour and what support are required to avoid future sanctions. It must be clear that it is always the behaviour which is unacceptable and therefore sanctioned and not the individual pupil.

The following sanctions are in place across the school in response to our Golden Values being broken:

- Stay in to complete task during social time (the pupil must show the staff member work completed to a satisfactory standard before going out)
- Discuss the issue and resolution forward in social time (break and/or lunch time) with teacher
- Tactical ignoring
- Discuss with others involved and have an adult lead conversation about what happened and how they should have acted
- Communications with parents
- Alternative seating arrangements
- See the Headteacher to discuss way forward
- A Red Card will be issued if this is deemed to work as a shock factor

Red Cards

- Red cards may be issued by any member of school staff
- If a child does not respond appropriately to a verbal warning a Red Card will be issued
- When a Red Card is issued it must be logged and parents/carers contacted by the class teacher either by telephone or face to face meeting.
- When a Red card is issued the child will lose some social time
- Every time a Red Card is issued, the Headteacher must be notified

Partnership with Parents/Carers

Parents/carers are expected to work with the school in supporting the needs of their individual children. Clear and effective communication systems are necessary in the interests of each and every child in the school. Parents are also expected to abide by the same expectations of behaviour which we instil in our children.

Role of the Local Authority

The school can access a range of services to support us in our work in supporting pupils who may present themselves with behavioural needs or challenging behaviour. The school is very pro-active in signposting to other services to support children and their families, such as the Early Help Hub or the Multi-Academy Trust's Parent Support Advisor, in addition to other support services available.