

Glynwood Community Primary School



Behaviour Policy

2023-24

Contents

1. Values and beliefs.....	3
2. Behaviour and attitudes approach.....	5
3. Additional information	9
4. Appendix 1 - Behaviour Policy Guidance for all staff	11
5. Appendix 2 – Behaviour at lunchtimes	13
6. Appendix 3 - Dealing with Aggressive and/ or Poor Behaviour and Pre-empting Inappropriate Behaviour	15
7. Appendix 4 – Expectations at Glynwood Primary School	16
8. Appendix 5 – Displays	17

1. Values and beliefs

The school has a positive and inclusive approach to managing behaviour. We believe in encouraging good behaviour through a range of positive behaviour management strategies.

Through this positive approach we aim to pre-empt inappropriate behaviour, thus enabling us to focus on good behaviour. We believe strongly in the importance of promoting and praising good behaviour.

We put great emphasis on the importance of interacting with others in respectful ways through speech, actions and relationships.

We aim to provide care and support for children and support them to learn how to manage their behaviour appropriately.

We give children choices and make it clear as to the consequences of the choices they make.

We believe that children have rights and responsibilities.

Children have the right to be safe, treated politely and learn without disruption. Children have the responsibility to care for themselves, other people and their school.

We believe in a Restorative Approach to conflict and problem solving.

We expect all adults and children to:

- Treat each other with courtesy and consideration, by treating others as we wish to be treated ourselves.
- Talk and listen to one another in order to understand and respect each other, making sure we hear all sides and do not jump to conclusions.
- Be fair and consistent to each other, however, we recognise that by treating people fairly we may not treat everyone the same.
- Value, take pride in and care for the school by looking after school property and equipment.

Our whole-school values are:

RESPECT

Resilience

Excellence

Support

Pride

Engagement

Creativity

Teamwork



2. Behaviour and attitudes approach

School rules

We have four school rules that we expect children to follow:

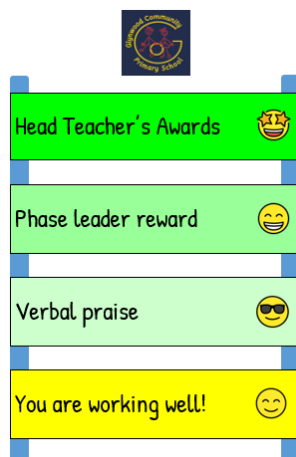


These rules are for the whole school. Our school rules are on display in classrooms and referred to regularly to ensure children know and understand how they are expected to behave.

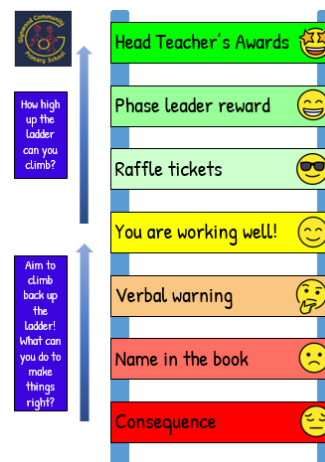
Behaviour ladder

All staff use Glywood's behaviour ladder:

EYFS



KS1 and KS2



All children start on the yellow rung ("You are working well!")

Rewards

Children are rewarded in several ways. In Early Years, they will receive verbal praise. They can then receive a phase leader reward or a head teacher's award for excellent behaviour or attitude. In KS1 and 2, children will receive raffle tickets with a raffle draw taking place once

a week in each class. Children can also receive a phase leader reward or head teacher's awards for excellent behaviour or attitude.

Raffle tickets – are given for good behaviour/work/attitude. Each week the class will hold a raffle draw to randomly select the winner. They are rewarded with a prize from the Head Teacher's prize box.

Head Teacher's Award – to be given by the Head Teacher each week, children to be selected by staff. This is across the whole school from Nursery to Year Six for star of the week and reader of the week. These are announced in Friday's assembly.

Phase Leader's Reward – is given on a more flexible basis when a child has demonstrated excellent behaviour or attitude. The child is sent to the phase leader to receive this.

In addition to the above, children receive verbal praise as often as possible.

Inappropriate behaviour

At Glynwood, we will not tolerate behaviour which impacts on other people's learning and/or safety.

Incidents of inappropriate behaviour should be dealt with promptly and fairly. In no way is it the intention of sanctions to humiliate or embarrass the children involved.

If children do not follow the rules, they will be moved down the ladder.

Verbal warning - Initially there should be a restorative conversation about the rule that has been broken and how children can move back up the ladder.

Name in the book - If the child's behaviour does not improve, they will then have their name written in the teacher's book. In KS2, this incurs a 5-minute restorative conversation at break or lunch with their teacher. The teacher's book should be shared with phase leaders in phase meetings, so any patterns of behaviour can be spotted and addressed.

Consequence - If the child continues to make the wrong choices, then they will receive a consequence. The child's parents will be informed of their behaviour and the consequence that was given.

Sometimes behaviour will warrant moving straight to consequence, for example, where the child is deliberately hurting another child or putting themselves at risk. On these occasions, it may be necessary to involve a member of SLT. This behaviour should be recorded on CPOMS and parents should be informed of the behaviour and the consequence.

Consequences are usually a missed break or lunch break for a restorative conversation. Consequences should be decided taking into consideration the age and developmental stage of the child, the nature and frequency of the behaviour, and any other needs of the child. The needs of the victim should also be taken into account – they should be reassured

that an appropriate consequence has been actioned and staff should aim to make sure they feel safe in school. Only the Head Teacher and Deputy Head Teacher can decide to suspend a child or reduce their timetable and this only occurs in the most severe cases.

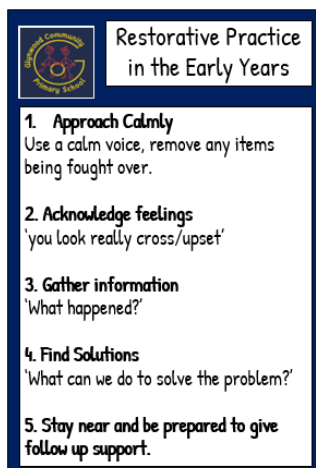
Repeated behaviour could be a sign that the child has an unmet need. Staff are asked to be mindful of this possibility and ensure that all avenues are explored, for example, asking for an unnamed HINT referral for further strategies and advice.

Staff should aim for at least a 5:1 ratio of positive to negative interactions to support the self-esteem of the child. In some cases, this can be achieved by introducing a bespoke reward chart for the child.

Restorative approach

Children are always given the opportunity to return to at least the yellow rung of the ladder. Restorative conversations are held at every stage to support our children's understanding of their actions and to allow them to make amends. Staff can use the following questions to support their conversations:

EYFS



Restorative Practice in the Early Years

- 1. Approach Calmly**
Use a calm voice, remove any items being fought over.
- 2. Acknowledge feelings**
'you look really cross/upset'
- 3. Gather information**
'What happened?'
- 4. Find Solutions**
'What can we do to solve the problem?'
- 5. Stay near and be prepared to give follow up support.**

KS1 and KS2



Restorative Practice

1. What happened?
2. What were you thinking about at the time?
3. What have your thoughts been since the incident?
4. Who do you think has been affected by your actions? In what way were they affected?
5. What do you need to do now to make things right?

SEND and children with additional needs

While the ladder is used across the school to ensure consistency and maximum impact, staff should be mindful of children with SEND needs and use the ladder in a more bespoke manner for these children. These children might also benefit from an individual behaviour chart or system in addition to or in place of the ladder, where appropriate.

Child on Child Abuse including sexual violence and sexual harassment

All staff should be aware that children can abuse other children (often referred to as child-on-child abuse). This is most likely to include, but may not be limited to: bullying (including cyberbullying); physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence, such as rape, assault by penetration and

sexual assault; sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse; upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; sexting (also known as youth produced sexual imagery); and initiation/hazing type violence and rituals.

This means that all staff will take a 'zero-tolerance' approach to any unacceptable behaviour including 'banter' and will seek to prevent, challenge and take action so that all children understand that any concerns regarding their welfare and safety will be taken seriously. This will encourage and promote a culture of acceptable behaviour and a safe educational environment for all children.

All staff must ensure that they reassure any victims that they are being taken seriously and that they will be supported and kept safe. No victim should ever be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment.

Our response to incidents of child on child abuse should be proportionate and considered. Our focus is on educating the child to avoid the behaviour re-occurring and parents should be informed.

Protected characteristics

The protected characteristics are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We aim to promote a culture of fairness and equality through our personal development offer.

Any discriminatory behaviour should be challenged; consequences are given when appropriate and we act quickly to educate. This might be through a restorative conversation with the member of staff who is dealing with the incident, or it might be necessary to deliver a targeted PSHE lesson or class assembly to educate the whole class. Hate crimes are reported to the local authority via the hate crime portal, if necessary reported to the police, responded to and monitored. Parents should be informed.

3. Additional information

Class charter

Each class also creates their own 'Class Charter' as part of their PSHE lessons at the start of the academic year. The rules are worded positively, are an integral part of every class and may change and evolve over the course of the year. The discussion when writing the charter supports children's understanding of their behaviour and serves as a useful point of reference throughout the year. It is intended to supplement, not replace, the school rules.

Responsibility

Children are given responsibilities in class and around school in a variety of ways ranging from class monitors, head boy/girl as well as through the school council, anti-bullying squad and eco council.

Curriculum

At Glynwood we strongly believe that the curriculum plays a very important part in the positive approach towards behaviour management. A stimulating and enjoyable curriculum, with well planned, interesting and challenging activities promotes independence and good behaviour. School encourages systems and routines to keep well-ordered classrooms (for further details see the staff handbook).

Glynwood's personal development offer aims to develop interpersonal relationships, supports our restorative approach and teaches our children strategies to self-regulate. In addition, our wellbeing offer includes counselling, nurture groups and 1:1 sessions. Our therapeutic and pro-active approach to children who struggle with self-regulation.

Through our PSHE curriculum, we also promote the British Values of democracy, rule of law, individual liberty and mutual respect and tolerance for those of different faiths and beliefs.

The values and school rules are reinforced by the adults in school by:

- Giving clear and concise directions to children so that misunderstandings do not arise.
- Praising pupils who comply
- Backing up verbal praise and action

Behaviour at break and lunchtime

The school rules and the behaviour ladder apply in school at all times and therefore should be used at break and lunchtime. This will ensure consistency of approach and maximum impact.

Other information

Missed breaks and lunchtimes will be supervised by either the phase leader or the class teacher where appropriate.

Children should not be sent to stand outside the classroom during lessons. Some alternative strategies for when a child's behaviour is becoming disruptive but does not warrant SLT involvement are:

- sending the child to do a job e.g. to take a note to another member of staff
- sending the child for a movement break with a member of staff
- asking the phase leader to speak to the child for a restorative conversation.

Part-time time-tables will be introduced under the guidance of outside agencies and for an agreed time period. These timetables will be reviewed weekly. The Local Authority are also informed of all children who are only accessing school part time.

It may also be necessary to involve out of school professionals, such as the Educational Psychologist, Behaviour Support and the Pupil Referral Service throughout the above process. These professionals may recommend actions and individualised behaviour plans.

In some instances, it may be necessary to restrain a child if it is felt either the child or other children's safety is at risk. If while doing this, a member of staff is physically hurt, they need to record the incident and then inform the Head Teacher/ Deputy Head Teacher so they can take the necessary action.

To support all school staff with implementing the behaviour policy, some guidance notes have been drawn up.

Appendix 1 Behaviour Policy Guidance for all staff

Appendix 2 Guidance for Midday supervisors

Appendix 3 Dealing with aggressive and/ or poor behaviour and pre-empting inappropriate behaviour

Appendix 4 Expectations at Glynwood School.

Appendix 5 Displays

Appendix 1

Behaviour Policy Guidance for all staff

Behaviour	How it might look	Positive strategy to use prior to consequence being given
Fighting with others	Punching, hitting, kicking, biting (more than one child instigating)	None – move straight to consequence
Causing physical harm to others	Punching, hitting, kicking, biting (one sided)	Depending on severity of incident and other necessary considerations, either: Verbal warning and reminder about appropriate behaviour, or Consequence
Swearing	Involuntary act/ swearing as part of conversation/ not directed at a person Swearing at a person	Verbal warning and reminder about inappropriate language Depending on severity of incident and other necessary considerations, either: Verbal warning and reminder about appropriate behaviour, or Consequence
Non compliance	Refusal to complete work, refusal to do as asked, not attending specific lessons or activities e.g. assembly, PE	Verbal warning with restorative conversation. Consequences might include work being sent home or work completed at break.
Showing disrespect to children	Laughing at other children's abilities Speaking rudely to children Making derogatory comments	Verbal warning and restorative conversation (the child should apologise for their actions).

<p>Showing disrespect to adults</p>	<p>Speaking rudely to adults, refusal to speak/ listen Answering back</p> <p>Walking away when being spoken to</p>	<p>Verbal warning and restorative conversation (the child should apologise for their actions).</p> <p>Judge the situation (these situations could be caused by something else and over reaction by an adult may inflame the situation). Give children a choice – return to class or fetch HT/DHT/AHT. Give the child a fixed time to do this.</p> <p>Restorative conversation after the child has regulated.</p>
<p>Leaving teaching areas without permission</p>		<p>Judge situation (these situations could be caused by something else and over reaction by an adult may inflame the situation) Give children a choice – return to class or fetch HT/DHT/AHT give them a fixed time to do this.</p> <p>Restorative conversation after the child has regulated.</p>
<p>Showing a lack of respect for resources and equipment</p>	<p>Damaging school books drawing on exercise books breaking rulers/ pencils etc. Leaving resources on the floor</p> <p>Not putting resources away correctly Deliberately damage of property</p> <p>Taking/ using resources that they have not asked to use</p>	<p>Verbal warning and restorative conversation.</p>

Appendix 2

Behaviour at Lunchtimes

Guidance for Lunchtime supervisors

If children display inappropriate behaviour at lunchtime, there should be a restorative conversation. If the behaviour warrants a greater punishment they should be sent in to see the Head Teacher, Deputy Head or Assistant Head. If a child refuses to come in, send a responsible child in to inform the Head Teacher, Deputy Head or Assistant Head.

If you are sending in children to explain what happened then please make this clear to them and they are not necessarily in trouble themselves, as children have vivid imaginations and will automatically assume they are in trouble! Good behaviour and choices can also be rewarded with raffle tickets.

The following table may be useful to assess whether to send a child in.

Behaviour	Action 1	Action 2
Physical fighting between 2 or more pupils	No warning	Depending on the severity of the incident and the needs of the child, either: Time out by staying with a member of lunch staff for a set amount of time, or Sent in to HT / DHT / AHT
One child physically hurting another	Verbal warning and restorative conversation	Sent in if it happens again despite verbal warning
Not listening to adult, refusal to go somewhere or do something	Verbal warning and restorative conversation	Time out by staying with a member of lunch staff for a set amount of time
Swearing	Swearing as part of conversation – not directed at anyone – verbal warning	Sent in if it happens again despite warning If the swearing is directed at someone, decide based on the severity of the incident and the needs of the child and either: Time out by staying with a member of lunch staff for a set amount of time, or Sent in to HT / DHT / AHT

Name calling/ teasing/ following another child/ pestering another child/ disagreements between children (non physical)	Verbal warning and restorative conversation with the children involved	Time out by staying with a member of lunch staff for a set amount of time
--	--	---

Appendix 3

Dealing with Aggressive and/ or Poor Behaviour and Pre-empting Inappropriate Behaviour

- At all times your behaviour will have a big impact on how the children will respond to you and to others.
- We always listen; listen to all sides of the story before making assumptions or issuing punishments, there are always two sides to a story. If children know they will be listened to, then they will be less defiant and a rude when they get angry.
- We are always respectful to others; never belittle, humiliate or deliberately embarrass children.
- Remember it is the child's choice of behaviour that we are unhappy with, not the child themselves. Pupils should not be described as 'naughty', 'silly' or other similar words that can undermine their self-esteem.
- Avoid shouting at children, never stand over them if they are sitting or are smaller than you. Always try to deal with children at their level and in a calm voice.
- If you feel that you are losing your temper, stop or walk away, ask someone else to deal with the situation
- Use physical intervention as a last resort
- Don't greet a child's anger with your own, be calm and rational
- When a child gets angry it may take up to 45 minutes for a child to calm down enough for you to meaningful engage in conversation to tackle the problem
- Early warning signs that a child may have an outburst – physical agitation, change in facial expression, body posture, tone of voice, moving around, over sensitivity. At this point an adult's reaction will have huge consequences on the child – do not use phrases like "don't be silly, don't start that, pull yourself together, you're acting like a baby" this will only inflame the child's agitation. Try to distract, relocate or change their activity instead. This could be done by finding a quick job to do, moving them to a new activity, changing their seating position in the class etc. However, remember these strategies are there to prevent a situation from arising where you have seen warning signs and not to be used all the time. It is also important that these are not viewed as rewards which can be associated with poor behaviour.

Appendix 4

Expectations at Glynwood Primary School

Uniform

All children will be encouraged to wear school uniform consisting of:

White/ blue polo shirt, navy, royal blue cardigan or sweatshirt, black or grey trousers, skirt/ pinafore

Black school shoes – suitable for school and the age of the child wearing them

PE Kit – blue t-shirt, navy or black shorts, trainers or sand shoes (no football tops)

For health and safety reasons, no jewellery should be worn in school and children should not wear false nails or have nail extensions.

Expectations of behaviour

Walking around school

Holding doors open for others

Respecting property and belongings by:

- * keeping cloakrooms areas tidy
- * putting books back on shelves correctly
- * not leaving items on the floor
- * keeping exercise books tidy etc

Expecting polite responses from children and adults by:

- Always saying please, thank you and excuse me
- Trying to have eye contact (depending on nature of child)
- Acknowledging when people are speaking to you, by responding and not shrugging, nodding etc.
- Using 'pardon' and not 'what'

Each class will also have a set of class rules or 'charter' that children have established at the beginning of the school year.

Appendix 5





Displays



Glynwood School Rules

- ✓ Treat everyone and everything with respect.
- ✓ Move sensibly and quietly through school.
- ✓ Give your best effort in all you do.
- ✓ Be kind!



Head Teacher's Awards	
Phase leader reward	
Verbal praise	
You are working well!	



Restorative Practice in the Early Years

1. Approach Calmly

Use a calm voice, remove any items being fought over.

2. Acknowledge feelings

'you look really cross/upset'

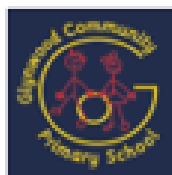
3. Gather information

'What happened?'

4. Find Solutions

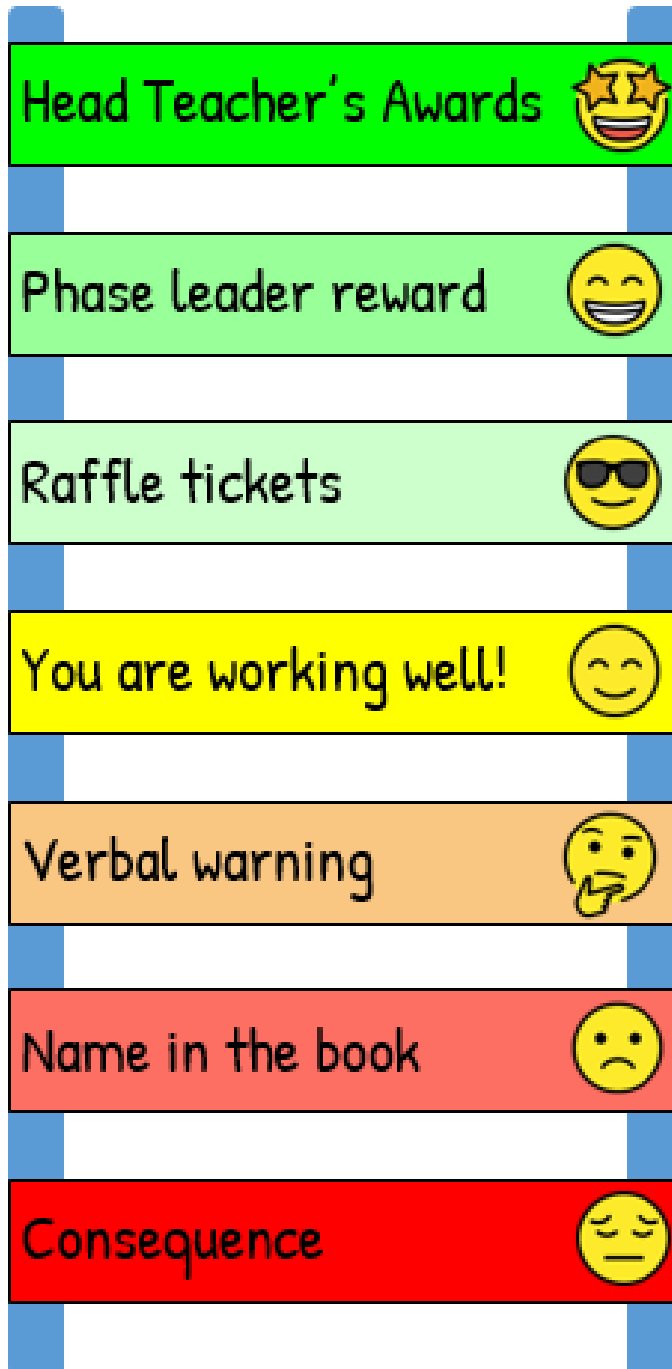
'What can we do to solve the problem?'

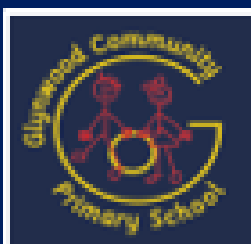
5. Stay near and be prepared to give follow up support.



How high up the ladder can you climb?

Aim to climb back up the ladder! What can you do to make things right?





Restorative Practice

1. What happened?
2. What were you thinking about at the time?
3. What have your thoughts been since the incident?
4. Who do you think has been affected by your actions? In what way were they affected?
5. What do you need to do now to make things right?