

GAINFORD C of E PRIMARY SCHOOL AND PRE-SCHOOL

Together we love, learn and flourish



Behaviour Policy

Date Adopted by Governing Body	25th January 2022
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The Ethos and Values of Our School

Gainford Church of England Primary School and Preschool is a semi-rural school at the very heart of our local community. We offer a fantastic education based around achievement and success in a nurturing, holistic environment. Our Christian vision 'Together we love, learn, and flourish' embodies our school and our Christian values underpin all that we do in our day-to-day activities.

Here education is about more than just academic achievement; it is about developing young people who can flourish in all areas of their lives developing the intellectual, spiritual, moral and physical attributes, becoming proud and respectful members of our community. Our deeply Christian ethos and values are central to the experiences our children have each day as part of our school 'family experience.'

Any discussion of ultimate purposes, including discussions about character education, inevitably draws out areas of disagreement. Consequently, as educators, we must become open to disagreement. Indeed, one might argue that a legitimate purpose of character education is that of learning to disagree well – to listen deeply to others and recognise their worth, no matter how deep the disagreement. The debate around 'British Values' teaches that tolerance in a pluralist society must reflect the Archbishop of Canterbury's encouragement to engage in reconciliation – honest, loving, faithful, committed disagreement.

Within this framework we know that children will struggle at times to make the best choices in life. During the school day this might express itself in disagreements around sharing and turn taking; occasionally it might lead to disrespect or a lack of honesty.

Gainford Church of England Primary School and Preschool expects the very best standards of behaviour but recognises that the best way to ensure these standards are maintained are through a belief in 'reflection, forgiveness and reconciliation.' By getting our pupils to think about the choices they make we hope to give them the strategies to make caring ones. When choices lead to incidents we want to see the pupil will be asked to reflect on what has happened and when appropriate forgiveness offered to them through reconciliation with the person or persons affected by the pupil's choice. As a school we aim to develop the children's moral and performance characters and this policy will help achieve this by its promotion of the core Christian values we believe are so intrinsically important.

Restorative justice gives pupils a chance to reflect together on what has happened and then decide together what should happen next. In many cases we hope that forgiveness and time to reflect will lead to a realization that a different 'caring choice' will be made in the future. Sometimes we understand that a longer period of reflection may be needed, at break or lunchtimes, occasionally with senior leaders and a meeting with parents.

This ethos of mutual respect for one another underpins this policy, the Personal, Social, Health and Economic Education (PSHE) curriculum. Furthermore, it is acknowledged that society

expects good behaviour as an important outcome of the educational process and this links with our work on the Rights Respecting Schools Award (RRSA). This policy has been revised in line with Behaviour and Discipline in schools' advice DfE 2016.

1. The Scope of this Policy

This document applies to all irrespective of their gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age or any other of the protected characteristics (Single Equalities Act 2010). The school respects the rights of children and values the UN Convention on the Rights of the Child (CRC). This policy supports Article 2, 3, 15, 16, 19 20, 28, 29 and 31 in particular.

2. The Aims of this Policy

- To ensure pupils are 'ready, respectful and safe' in classes before teaching begins
- To help pupils listen deeply to each other to recognise each other's worth
- To engage in reflection, forgiveness and reconciliation
- To support children to become honest and loving
- To help develop their moral and performance characters
- To help children make caring choices in their lives that respect others
- To help children remain respectful when they disagree
- To understand that through reflection we can consider the feelings of others and decide on alternative paths of action for the future
- To understand that in life there are consequences for our actions and that longer periods of reflection may be required at break or lunchtimes
- To understand that honesty is vital and that we may need to reflect on our actions with senior leaders or parents
- To create an environment which encourages and reinforces outstanding behaviour in line with Rights Respecting Schools Award
- To define acceptable standards of behaviour
- To encourage consistency of response to both positive and negative behaviour
- To promote self-esteem, self-discipline and positive relationships
- To ensure that the school's expectations and strategies are widely known and understood both inside and outside of the grounds
- To encourage the involvement of both home and school in the implementation of this policy
- To be in line with our legal duties in respect of safeguarding and SEND needs

3. The Standards Expected in Our School

In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards throughout a child's life both in and out of school. Thus, the school has a central role in the children's social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to respect each other, the adults in the school, the wider community and their family.

We expect the children to be *ready* to learn and enthusiastic to do so, we also know that they need to show *respect* to staff and each other in and around school and before learning can begin.

The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At Gainford Primary we work towards standards of behaviour based on the Christian principles of honesty, love, respect, consideration and responsibility. We use the principles of reflection, forgiveness and reconciliation to reinforce these values.

4. A Consistent Approach

All the adults encountered by the children during their time at school play an important part in their lives and have a responsibility to model the very highest standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we:

- Use the same language keeping a consistent approach
- Provide a caring environment
- Do not shout at the children
- Create a positive climate using praise to reward caring choices
- Emphasise the importance of being valued as an individual within the group
- Promote, through example, honesty and courtesy
- Encourage relationships based on kindness, respect and understanding of the needs of others
- Ensure fair treatment for all regardless of age, gender, race, ability and disability
- Show appreciation of the efforts and contribution of all

- Reinforce the highest standards of behaviour and where these values have not been met will support the child to reflect

These standards must be modelled by ALL staff and visitors to our school.

The Gainford approach used by staff:

If the child's behaviour has resulted in disrespect to another pupil or adult then they must face up to this, seeking forgiveness and asking the person what should happen next. It may be that the child needs a longer period of reflection at break or lunchtime and may agree that a letter asking for forgiveness and explaining what they will do differently in the future in a similar situation is needed.

The support of senior leaders is always available, but we recognise that it is best for all adults to take a responsibility for maintaining the high standards and values we expect from children. This generates respect for all staff.

Occasionally some pupils may need to spend time reflecting at break or lunchtime (but give children the opportunity to make a positive change before this); they must always be given the opportunity to seek forgiveness and offer / be offered alternative behaviour choices for the future. It will be up to the discretion of staff whether they involve senior leaders or meet with parents for further reflection (this will depend on the initial actions taken by the child).

5. The Curriculum and Learning

We believe that a creative and engaging curriculum and effective learning contribute to outstanding behaviour. Thorough planning for the needs of all pupils, the active involvement of pupils in their own learning, and structured feed-back all help to create a positive and stimulating environment.

Lessons should have clear objectives, understood by all children, and should be challenging enough to meet the needs of children of all abilities. Marking and praise can be used both as a supportive activity, providing feed-back to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

6. Enabling Classroom Environments

Classroom environments and teaching methods have an important influence on children's attitudes. At Gainford Primary we create a calm atmosphere and promote peaceful learning spaces. Each class draws up a charter based on the school's ethos that is displayed (upholding the values of RRSA). The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children,

strategies for encouraging outstanding attitudes, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence, resilience and personal initiative. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should be created using natural, neutral colours allowing the pupils' work to stand out. Work displayed helps develop self-esteem through demonstrating the value of every individual's contribution, and overall, the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise is constantly used to encourage outstanding attitudes as well as outstanding work.

7. Positivity, Praise and Reward

Our emphasis is on rewards to reinforce the outstanding attitudes we expect, rather than on failures. We believe that rewards have a motivational role, helping children to see that their actions and hard work are valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of high standards as well as by particularly noteworthy achievements, for example holding a door open for someone or wishing them a happy day. This is as true for adults as for children. Rates of praise for attitude should be as high as for work.

Recognition of the following rewards is presented during the Friday Celebration event with visitors invited where possible:

- House points/dojo points
- Celebration of Positive behaviour
- Certificates and Awards
- Lunchtime Supervisor Awards
- Gold Headteacher Awards

This is a chance to promote the ethos and values of the school to pupils, staff, and parents, focusing just as much on the respect and politeness of pupils as well as academic achievement. Each class has their own systems in line with this policy. Children and teachers develop them together at the start of each academic year. This shared responsibility is developed in mutual respect of each other and with the school ethos as central. The Headteacher has an important part to play and has another layer of praise stickers and certificates.

8. Communication and Parental Partnerships

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

Where the attitude of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Headteacher so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues or unacceptable attitudes.

The school will communicate policy and expectations to parents. Where attitudes are causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

9. Internal and External Exclusion

Where disruptive or aggressive behaviour is frequent it is recognised that reflection alone may not be enough. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Additional specialists help and advice from the Educational Psychologist or Behavioural Support Team at the Local Authority may be necessary. The Emotional Wellbeing Team (EWELTeam) may also be called on for support.

Occasionally the difficult decision to exclude a child from lessons may need to be made. This will always be made by the Headteacher or Deputy Headteacher if they are unavailable and communicated to parents or carers.

An internal exclusion will involve the child working with a member of staff away from their class. This may be for a lesson, half day, or a whole day.

In extreme cases the Headteacher may decide to exclude a child for a fixed period externally. In this case the child will be given work to complete at home. This decision is never taken lightly and a return to school meeting with child and parent must happen to ensure that changes in attitude have been reflected on and will happen.