

Galley Common School

Relationships and Behaviour Policy

Aims and Expectations

This policy is designed to promote a positive ethos of good behaviour in which children can learn, develop and socialise with others. There is a high expectation of behaviour in all aspects of the school day which places the needs of the child at its centre.

Our school will support all children including those displaying social, emotional and mental health (SEMH) difficulties. We maintain the belief that pupils' behaviour should be understood, and that staff are well equipped to support pupils to manage and regulate their feelings.

It is a primary aim of our school that every member of the school community feel valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The school sets out expectations through school rule,, but the primary aim of the behaviour and relationships policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.

This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour and positive relationships, rather than merely deter anti-social behaviour.

We treat all children fairly and apply this behaviour policy in a consistent way.

Introduction

Our school aims to provide a caring, calm and secure environment in which tolerance, understanding and respect for others is fostered. We aim to promote a positive culture and to encourage in all pupils a sense of responsibility to themselves, to our school and to the wider community. This is achieved through governors, staff, pupils, parents/carers and working in partnership.

We aim to:

- Encourage a calm, purposeful and happy atmosphere conducive to good learning.
- Foster positive attitudes towards themselves and others which recognises and values achievements at all levels.
- Enable pupils to recognise and appreciate appropriate behaviour.
- Encourage increasing independence and self-discipline so each child learns to accept responsibility for their own behaviour and choices.
- Provide a consistent approach to behaviour management across the school.
- Make boundaries of acceptable behaviour clear and understand the relationship between actions and consequences.
- Enable pupils to feel safe in our school.
- Provide an interesting, well-planned curriculum that motivates children to learn alongside developing the social, emotional and behavioural skills.
- Implement mental health and trauma-informed approach to behaviour in our school.

Behaviour and Discipline Policy

This Behaviour and Relationships Policy seeks to inform, guide and support staff, parents/carers, and pupils to achieve these aims through actively promoting positive behaviour by reflecting on ten key aspects of school practice

1. Consistent trauma-informed approach to behaviour management
2. Strong school leadership
3. Classroom management
4. Rewards and consequences
5. Behaviour strategies & the teaching of good behaviour
6. Staff development and support
7. Pupil support systems
8. Liaison with parents/carers and other agencies
9. Managing pupil transition
10. Organisation and facilities

Our school is invested in supporting the very best possible relational health between;

- Parent and child
- Child and child
- Child and school staff
- Parent and school staff
- School staff
- School staff and senior leaders
- School staff and external agencies.

To this end our school is committed to educational practices which Protect, Relate, Regulate and Reflect;

Protect

Increased 'safety cues' in all aspects of the school day; 'meet and greet' at the classroom door and an open-door policy for informal discussions with parents/ carers. Staff trained in 'PACE' modes of interaction (Hughes 2015); being warm emphatic, playful and curious (proven to shift children out of flight/fright/freeze positions). Staff ensure that interactions with children are socially engaging and not socially defensive, to decrease likelihood of children relating defensively (flight/fright/freeze). A whole school commitment to cease all use of harsh voices, shouting, put downs, criticism and shaming (proven to be damaging psychologically and neurologically). Staff 'interactively repair' occasions when they themselves move into defensiveness. Pedagogic interventions that help staff to get to know children better on an individual basis e.g. 'I wish my teacher knew'. (What matters to them, who matters to them, their dreams, hopes). This is key to enabling children to feel safe enough to talk, if they wish, about painful life experiences, which are interfering with their ability to learn and their quality of life.

Vulnerable children have easy and daily access to at least one named, emotionally available adult, and know when and where to find that adult. If the child does not wish to connect with the allocated adult, an alternative adult is found. School staff adjust expectations around vulnerable children to correspond with their developmental capabilities and experience of traumatic stress. This includes removing vulnerable and traumatised children in a kind and non-judgmental way from situations they are not managing well (e.g. children who are continually triggered into alarm states in the main playground can access calmer, smaller areas with emotionally regulating adults).

Provision of a clear, confidential and non-shaming system of self-referral for children's help/talk time. The nurturing of staff in such a way that they feel truly valued and emotionally-regulated and in so doing to support them to interact throughout the school day with positive social engagement rather than defensiveness.

Relate

A whole-school commitment to enabling children to see themselves, their relationships and the world positively, rather than through a lens of threat, danger or self-blame. Vulnerable children provided with repeated relational opportunities (with emotionally available adults) to make the shift from 'blocked trust' (not feeling psychologically safe with anyone) to trust, and from self-help to 'help seeking'.

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Regulate

Relational interventions specifically designed to bring down stress hormone levels (e.g. from toxic to tolerable) in vulnerable children, enabling them to feel calm, soothed and safe. This is to support learning, quality of life and protect against stress-induced physical and mental illness, now and in later life.

Evidence-based interventions that aim to repair psychological damage and brain damage caused by traumatic life experiences, through emotionally regulating, playful, enriched adult-child interactions.

The emotional well-being and regulating of staff are treated as a priority to prevent burnt out, stress-related absence, or leaving the profession through stress-related illness, secondary trauma and/or feeling undervalued, blamed or shamed.

Reflect

Staff training, development and training in the art of good listening, dialogue, empathy and understanding (instead of asking a series of questions/ giving lectures). Provision of skills and resources to support parents and staff in meaning empathetic conversations with vulnerable children who want to talk about their lives. This is to empower children to better manage their home situations and life in general. Within the context of an established and trusted relationship with a member of staff (working alliance), children are given the means and opportunity to symbolise painful life experiences through images as well as words, as a key part of 'working through' these experiences and memory re-consolidation. Means include the provision of different modes of expression, e.g. art/play/drama/ music/sand/emotion worksheets/emotion cards.

PSHE (Personal, Social and Health Education) and psycho-education as preventative input, informed by current research psychological and neuroscience) on mental health, mental ill-health (full range of specific conditions), relationships (including parenting) emotions, social media and tools for how to 'do life well'. Curricular content enables children to make informed choices about how they relate to others, how they live their lives, and how they treat their brains, bodies and minds. Staff development and training to help children move from 'behaving' their trauma/painful life experiences, to reflecting on those experiences. Staff learn to do this through empathetic conversation, addressing children's negative self-referencing and helping them develop positive, coherent narratives about their lives.

Classroom Management

We encourage good behaviour through communication of high expectations, clear policies and an ethos which fosters discipline and mutual respect between staff and pupils. Expectations and routines are explicitly taught to the children to ensure consistency of approach.

In our school, all pupils are expected to:

- Respect themselves and others
- Listen to and follow instructions
- Be kind, fair and polite
- Ignore distractions
- Behave safely

Everyone within our school has the right to feel safe and secure, and all incidents of violence will be dealt with bearing this in mind. Physical and verbal aggression, and bullying is unacceptable and will be challenged and managed. All reported incidents of bullying whether they are observed by staff or reported by a pupil or parent will be dealt with rapidly and from the premise that bullying is unacceptable. Parents/carers will always be informed if their child has been physically aggressive towards other pupils or staff, or if they have been the perpetrator or victim of bullying behaviour (see Anti-Bullying Policy).

Rewards and Consequences

Our school rules have been discussed and agreed by both staff and pupils. We have explored behaviours, which would result from following the school rules, and these are displayed in a public area of the school. The rules are deliberately few and simple, reflecting the age of our pupils. A summary copy is given to all parents in the School Prospectus. The rules are discussed in each class at the beginning of the school year and are revisited in Assemblies during the Autumn Term.

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The school rules are:

TRY YOUR BEST – and help others to do their best

TAKE CARE – of yourself, others and our school

LISTEN CAREFULLY – to the teachers, adults and each other

The rules are displayed in the hall, the corridors and the classrooms.

Rewards

We praise and reward children for good behaviour in a variety of ways:

Verbal or written praise: This is the most effective form of reward for most children. Children are sent to the Head Teacher when they have behaved really well or kindly or have completed some good work. They receive a Head Teacher sticker and have their names written into the Good Work Book. Once their name has been written into the book three times, they receive a certificate.

Team points: Children are assigned to teams as they join our school; (siblings are always placed into the same team). The children earn team points in class for behaviour, politeness, good work etc. Children have their picture displayed and team points are added. At the end of each week, the team points in each class are combined and a cup awarded in the Golden Book Assembly to the team with the most points. At the end of each term and then at the end of each year, all members of the team with the most points receive a certificate.

Team points will be counted in class and be added to a running total. Awards are as follows:

10 team points: Sticker

20 team points: Treat

100 team points: Red button badge

250 team points: Yellow button badge

500 team points: Green button badge (Presentation in assembly)

600+ at the end of the year: Gold button badge (Presentation in assembly at the end of the year)

Children can collect their badges from the Head Teacher and it can be displayed on their clothes or book bag. Each year the team points return to zero.

Class Rewards: Teachers choose from a range of rewards within their own classrooms, appropriate to the situation and preferences of individual children: stickers; special activities; being chosen for special jobs around the classroom or school.

Golden Book Assembly: Certificates awarded weekly to two children from each class and displayed for one week outside the hall. The certificate may be awarded for demonstrating learning behaviours, good effort or good work. A text is also sent to inform parents that their child has been given a certificate and that it will be on display. The certificates are then added to the child's personal Record of Achievement.

Pupil of the Day: We use the PATHs PSHE scheme. A child is selected randomly each day to be the pupil of the day and receive compliments for their efforts during the day from children in the class. They then give themselves a compliment. They then randomly select a new child for the next day.

Lunchtime Awards: Gold, Silver and Bronze certificates are awarded half termly. The Head Teacher has afternoon tea with selected pupils termly. Children are chosen for their good behaviour.

Golden Time: Each class is able to earn a weekly "Golden Time" session of 15 minutes, carrying out a variety of fun activities but the privilege must be earned. 15 minutes are visible at the start of the week. "Minutes" can be taken off for poor behaviour. They can also earn these minutes back.

For outstanding behaviour, effort, helpfulness, kindness, persistence or achievement:

The child is sent to the Head Teacher for a special sticker, and this is recorded in the Good Work book. Classes have yellow slips which can be completed and sent home when a child is in the good work book.

The 'Galley Common Stars' board in the Hall area displays weekly certificates and examples of good work.

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At the end of Year 2, two children, a boy and a girl, are chosen to receive a special trophy for being great Galley Common pupils over their three years in the school

The school acknowledges all the efforts and achievements of children, both in and out of school. The Record of Achievement File contains information regarding pupil achievement out of school, for example, music or swimming certificates.

The School approach to behaviour has been outlined in Appendix 1, with clear routines and expectations agreed by all staff and children.

Consequences

Although our school aims to focus on positives at all times, there are unfortunately occasions when some pupils may display unacceptable or inappropriate behaviour. All of our staff will undergo regular trauma informed training and key information including

ACES and external factors will be shared promptly with relevant staff. All of our staff understand that presented behaviour are often an outcome or a response to ACES (Adverse Childhood Experiences) and will adopt and implement trauma-informed strategies that pre-empt unacceptable behaviour.

We want pupils to take responsibility for their behaviour and will encourage pupils to do this through restorative justice approaches which enable pupils to reflect upon their behaviour and to make amends. This process does not, however, replace consequences.

In our school we know that consistent management of behaviour is essential for pupils to understand what is expected of them and to avoid mixed messages. It is vital that pupils learn early on in life that there are always consequences for poor and unacceptable behaviour which undermine the positive atmosphere of our school community.

The consequences of not keeping to the expectations are clearly taught to the children. The consequences are short, clear and progressive. Pupils are taught to understand that it is their choice to break a rule and they must take responsibility for making that choice. Our school's expectations about behaviour also apply to all off-site activities, educational visits and whilst children are being transported.

Consequences across our school may include but are not exclusive to the following list:

- Verbal rule reminders
- Verbal warning given and inappropriate behaviour explained; expectation for improvement given
- A loss of a privilege
- Extra work/repeating work which is unsatisfactory
- Missing a break time
- Internal seclusion
- Fixed term exclusion

Internal seclusions are given with the agreement of the Senior Leadership Team and recorded appropriately. A fixed term suspension is the decision of the Headteacher following an investigation. Internal seclusions and fixed term suspensions are usually consequences of behaviours which have caused significant health and safety risks or have had a significant impact upon the safety and learning of others.

Consequences should always be reinforced by telephone calls, letters to parents and recorded on our school's system. Seclusions or suspensions will be shared with parent and any supporting agencies.

The school employs a number of sanctions to uphold the school rules, to support and encourage children to improve their behaviour and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. We expect children to listen carefully to instructions in lessons, to do their best in all activities and to behave in a way that enables other pupils to do likewise.

We use a clear system of step by step actions which give children opportunities to make good choices and improve their behaviour independently. The warning system is discussed at the beginning of the school year and re-visited throughout the year as necessary so that all children fully understand the consequences of unacceptable behaviour.

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Early Intervention strategies include non-verbal gestures, verbal reminders and moving the child away from the distraction or closer to an adult. This includes giving the child “thinking time” by reminding them to make a good choice about their behaviour.

Warnings 1 and 2: Warning strategies may include moving the child in class to work on his/her own, and a verbal warning. They are encouraged to make a good choice about the way they are behaving.

Consequence: If the behaviour does not improve after two warnings, the child is given “Time Out” to reconsider their behaviour, this could be losing minutes of playtime or spending time completing their work in another classroom.

Parents will be informed by the class teacher if the child’s behaviour is becoming a concern e.g. regular daily warnings.

If a child has had more than three warnings in one day, he or she is sent to see the Headteacher/Senior leader, who will decide what further consequences are appropriate. This may include time out in the HT office, missing playtime or special activities. The Headteacher discusses the issues with the child individually. The child’s name is recorded in the Behaviour Book. If a child is in the Behaviour Book 3 times, parents will be informed, usually by phone. If this happens regularly – more weeks than not – the Head Teacher will ask parents to attend school for a formal meeting.

At lunchtimes, incidents should be dealt with by the midday supervisor in the first instance, the class teacher must be informed. It would then be referred to the Senior midday supervisor if the behaviour continues and finally to a member of the Senior leadership team who will follow the Behaviour Book process.

For serious incidents the Head Teacher will also write to the child’s parents.

In some instances it may be decided to introduce a Behaviour Chart in order to try to improve a specific aspect of a child’s behaviour or to create a Person Centred Plan for the child with behaviour targets.

Where necessary, advice will be sought from outside agencies, such as the Educational Psychologist.

The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and will be displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher may discuss these with the whole class during ‘circle time’.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. (See Anti Bullying policy).

Behaviour Strategies and the Teaching of Good Behaviour

It is recognised that good behaviour needs to be modelled and taught. We embed the PACE (Play, Acceptance, Curiosity, Empathy) approach originated by Hughes in order to support a child’s social engagement system. The development of positive pupil/staff relationships along with effective teaching which recognises individual needs encourages children to behave in appropriate and less challenging ways.

Staff use a range of strategies which allow pupils to learn how to manage their emotions more effectively without disrupting the learning of others. These strategies may include:

- Time alone in another part of the classroom
- Time out of class with a known adult supporting
- Learning Mentor or teaching Assistant intervention
- Use of a calm/sensory box
- Use of time away
- Use of a quiet room

In order to model appropriate behaviour in the playground, teaching and support staff play games and encourage the children to play appropriately with their peers. Staff will supervise children during lunch and breaks at all times and a rota for this is in place. This establishes strong relationships between pupils and staff, providing secure attachments and key adult figures.

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Staff will use physical restraint of a pupil if their behaviour is placing themselves or others safety at risk and will do so only as a very last resort. All staff will be trained in restraint by an approved provider. A log of training will be kept and maintained to ensure training is current. Significant physical interventions will be recorded and information passed on to all parties as soon as possible after the event.

In extreme cases staff have the right to ask for Police Intervention.

Confiscation of inappropriate items:

There are two sets of legal provisions which enable staff to confiscate items from pupils.

1. The general power to discipline enables staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances.
2. Power to search without consent for 'prohibited items' including knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers and articles that have been or is likely to be used to commit an offence, cause personal injury or damage to property. Weapons, knives and extreme or child pornography must always be handed over to the Police, otherwise it is for the teacher to decide if and when to return a confiscated item.

Online Safety

The Internet is an essential element in 21st century life for education, business and social interaction. The school has a duty to provide children with quality Internet access as part of their learning experience.

Internet use is a part of the statutory curriculum and a necessary tool for staff and children.

The school Internet access is designed expressly for pupil use and includes filtering appropriate to the age of the children.

Children are taught what Internet use is acceptable and what is not and given clear objectives for Internet use.

Children are educated in the effective use of the Internet in research, including the skills of knowledge location, retrieval and evaluation.

The school ensures that the use of Internet derived materials by staff and pupils complies with copyright law.

Pupils are taught how to report misuse of IT.

(See Online Safety Policy)

Behaviour outside school premises

As a school we have statutory powers under Section 89(5) of the Education and Inspection Act 2006 to regulate the behaviour of pupils when off the school premises and not supervised by staff. Regulation must be reasonable and is as follows:

- consequences can be imposed when a pupil is on the school site or otherwise under the lawful control or charge of a member of staff.
- consequences can be imposed when a pupil is on a school trip or being transported - in these circumstances the pupil may have to wait until they are back in school for the consequence.
- cyber bullying - where parents or children are treated inappropriately using phones, internet, email or social networking by a child at school, they are advised to bring phones or copies of pages from sites into school, report using the CEOP's website, contact the Police or all three.

In acting reasonably to regulate pupil behaviour when off the school site, staff will consider the following principles:

- the severity of the behaviour.
- where the behaviour took place.
- the extent to which our school's reputation has been affected.
- the extent to which the behaviour would have an impact on the orderly running of our school.
- the extent to which the behaviour might pose a threat to another pupil or staff member (e.g. bullying behaviour, threatening behaviour, extortion)

Staff Development & Support

The induction of new staff includes an introduction to our Relationships and Behaviour Policy. Staff have opportunities to discuss difficulties within an open and non-judgemental framework. This may include informal and private

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conversations with colleagues, staff debriefing, formal mentoring, supervision, annual appraisal and staff meetings. Regular and on-going training is provided to ensure all staff are skilled professionals and are able to manage challenging behaviour in a consistent and professional manner.

All staff are expected to complete and stay up-to-date with 12 hours of Team Teach training to meet the following objectives (taken from the Team Teach website):

1. recognising the importance of and using de-escalation techniques and working as a team when managing challenging behaviours.
2. applying an understanding of the legal implications of positively handling.
3. using a gradual and graded response to managing challenging behaviours and the use of positive handling as a last resort option.
4. by applying an increased awareness of the need for documentation for the recording and reporting of incidents.
5. using active listening skills and participating in a process of debriefing, repair and reflection.

The role of the class teacher and teaching assistants:

It is the responsibility of all staff to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time and throughout the school.

The staff in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. All staff treat each child fairly and enforce the classroom code consistently and treat all children in their class with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher, or teaching assistant during Planning, Preparation and Assessment time, deals with incidents him/herself following the agreed school procedures. However, if misbehaviour continues, staff seek help and advice from the Leadership Team.

The Head Teacher and class teacher liaise with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker, LA behaviour support service or the school's named Educational Psychologist.

The class teacher reports to parents about the progress of each child in their class.

The class teacher or the member of staff managing the class may also contact a parent if there are concerns about the behaviour or welfare of a child.

The role of the Head Teacher

It is the responsibility of the Head Teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the school.

The Head Teacher keeps records of all reported serious incidents of misbehaviour.

The Head Teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child.

(See below)

The role of parents

The school works collaboratively with parents, so that children receive consistent messages about how to behave at home and at school. Parents are informed of the school rules in writing, and we expect parents to read these and support them. The rules are also referred to in our Home School Agreement leaflets.

We expect parents to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

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If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher or Head Teacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of Governors

The Governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head Teacher in carrying out these guidelines.

The Head Teacher has the day-to-day authority to implement the school behaviour policy, but governors may give advice to the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

Fixed-term and permanent exclusions

Only the Head Teacher (or an Assistant Head Teacher in the absence of the Head Teacher) has the power to exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head Teacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Head Teacher informs the LA and the governing body about any exclusions.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Head Teacher. A committee to consist of either three or five members will be appointed from within the governing body to meet individual circumstances as cases arise. These appointed governors will not include the Head Teacher or teacher governor or any other governor with a direct interest in the case.

When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Head Teacher must comply with this ruling.

Physical Intervention

Please see the school Health and Safety policy and procedures.

We follow the DCSF (now DfE) guidelines regarding the use of Physical Intervention as stated in Circular 10/98 and summarised below:

We do not use any form of corporal punishment. This is forbidden by law.

Intervention is acceptable in emergency situations, where a pupil or adult is in physical danger. Any member of staff is allowed to intervene in these circumstances. Examples would include:

Pupils fighting

A pupil running in a corridor in a way in which he or she might have or cause an accident likely to injure themselves or others

A pupil leaving the class or school as this is likely to put him or her at risk

A pupil behaving in a dangerous way within the classroom

A teacher may need to intervene in a situation where a pupil is behaving in a way that is compromising good order and discipline. Examples would include:

A pupil persistently refusing to obey an instruction to leave the classroom

A pupil behaving in a way that is seriously disrupting a lesson

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If physical intervention is necessary, staff will use the minimum amount of intervention to address the immediate situation. They will always aim to use alternative strategies first. Intervention will never be used as an alternative to good behaviour management (see physical intervention policy).

Staff will aim to ensure minimum intervention necessary, and to restrain in such a way so that there is minimum risk of injury to the child or the member of staff. For example – caring “c’s” a “hug” from behind the pupil, rather than in front or holding by long, strong bones rather than the wrist.

For individual pupils with special needs a separate protocol may need to be established. This will take place with full co-operation and agreement from parents (Positive Handling Plan).

All incidents where physical restraint has been used will be reported to the Head Teacher and recorded in the Physical Interventions logbook kept in the office. This is available for governors as required.

Expected Behaviour of Visitors and Parents

Everyone deserves to be listened to and has the right to voice their opinion in a calm and respectful manner. This includes during all times of the school day and all areas of the school site. This includes all forms of communication (phonecalls, emails, etc).

Aggressive or abusive behaviour (verbal/physical) towards anyone will not be tolerated. Behaviour of this nature is distressing for our children and for adults.

Should behaviour become aggressive or abusive, any party has the right to postpone the conversation until a later date.

Appendix 2 gives a summary of expectations for visitors behaviour and a separate policy regarding the expected behaviour of visitors and parents.

Monitoring

The Head Teacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The Head Teacher records those incidents where a child is sent to him/her on account of bad behaviour, either in class or at playtime. We also keep a record of any incidents that occur at lunchtimes: lunchtime supervisors give written details of any incident in the accident book.

The Head Teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Links to other policies

This policy does not stand alone and should be read in conjunction with the staff Code of Conduct and the following school policies:

- Child protection & Safeguarding
- Anti-Bullying
- E-safety & Acceptable Use
- Home-school agreement
- SEND
- Physical Intervention
- PSHE
- Equality, Diversity & Cohesion
- Attendance
- Teaching & Learning
- Off-Site Visits & Outdoor Education
- Health and Safety

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Review

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Date: January 2002
Reviewed September 2021
Reviewed: July 2023

The Galley Common Infant School Way

Galley Common Infant School Aims

- Children and Adults are all offered chances to learn and do well.
 - Everyone feels safe, important and cared for.
- Galley Common Infant school is an exciting place to learn and grow.
 - Everyone tries their best.
 - Everyone achieves well.
- Everyone is works together positively in the school community.
- Everyone respects and celebrates each other's beliefs and cultures.
- A Galley Common infant a school child leaves well prepared to take their next steps into the future.

When communicating our vision to the children we use a common dialogue and all adhere to common routines

“We are what we repeatedly do- excellence is a habit”

A) Common Dialogue

“Be in the moment- Be present- See the children”

“ Does yes mean yes- Be true to your word- 100% commitment to your word”

“See it and speak what you see (notice your journalist and be the coach)”

“ Believe to Achieve”

“STAR”

“ It’s not a matter of IF you will achieve it, It’s a matter of When you will achieve it”

“ You are either respectful or you are not, you cannot turn it on or off”

““ You have not achieved that YET”

“ Challenge yourself, Stretch Yourself”

“ WE will not accept that “For you” or “From you”

“ You are amazing, THAT behaviour does not fit with you”

“ You cannot control what other people do, you can however control how you respond to others”

“ Talking slowly and Lowly”

“ Breathe”

“ Stay on the right path, the path to success”

“6 B’s= Be Brave, Be Still, Back Track, Bits and Bobs, Buddy, Boss”

“Tweak”

“ Pause- Rewind- do it like this from there- Replay – Perfect”

Routines:

Arriving at School

You will be respectful to all members of the community and people and show them high standards of behaviour at all time. (100% high expectation- 100% of the time)

You will arrive at school with your full uniform,

You will arrive to school at the very latest 8.45am.

You will dismount from any scooters or bicycles.

You will walk through the gates calmly in single file.

You will greet the member of staff by saying "Good morning" and we will smile at each other.

If accompanied by a grown up, you will say goodbye.

You will then enter the school building from 8.40am onwards, via your assigned door.

You will then follow the transition to your classroom standards and when you arrive at your classroom you will then use the entering into the classroom standards.

Start of the Day

You will walk quietly, calmly and in single file to the left of the corridor.

You will have your hands by your sides.

You will face in the direction you are walking.

You will be respectful to everyone you meet.

You will hold the door open when you meet someone - showing respect.

You will say "thank you" if someone holds the door open.

Walking through Corridors

You will walk quietly, calmly and in single file to the left of the corridor.

You will have your hands by your sides.

You will face in the direction you are walking.

You will be respectful to everyone you meet.

You will hold the door open when you meet someone - showing respect.

You will say "thank you" if someone holds the door open.

Entering the classroom from the playground

Stop at door

Soldiers

Coats on pegs

Soldiers

Teacher invites children into the room

STAR

Entering and During Assembly

You will walk from your classroom using the "walking through corridors" routine, walking behind the adult.

When you arrive at the hall, you will enter quietly, calmly and in single file.

You will follow the adults direction and sit in the place you are guided to.

You will be greeted by the adult leading the assembly and you will greet the member of staff and smile.

You will remain quiet throughout the assembly being a STAR.

You will join in any singing or activities that you are invited to partake in.

Leaving Assembly

You will be asked to STAR.

You will be dismissed as follows:

You will be asked to stand up and remain quiet.

You will be guided to leave your row one by one remaining quiet and calm.

Soldiers.

You will now follow the corridor routine.

Lunchtime

You will be asked to STAR.

You will be asked to put your pen and pencil down.

You will be asked to close your books.

You will place your book in a neat pile in the middle of the table.

You will place any resources in a neat pile in the middle of the table.

You will STAR.

If you are asked to change seats you will follow the adult direction quietly and calmly with high standards.

Playground Routine

When you play this is a good opportunity to show and practice the habits of being a successful child at Galley Common Infant school.

We will see this because you will:

Be smiling and laughing.

Say sorry if you make a mistake.

Be kind to others.

Asking for help if you need it.

Showing good manners to everyone.

Trying new things.

Accepting that "no means no".

Sharing nicely.

Doing what you are asked to do by the adults who are keeping everyone safe.

When directed by adults you will walk towards your assigned school entrance.

You will calm down and start the corridor routine, stopping your conversation and focusing on your breathing getting ready to return to your classroom.

You will follow the entering into the classroom routine with high standards.

Leaving School and travelling home standards

You will walk across the playground :

Meet your adult

Collect your scooter/bicycle.

Leave the site calmly showing high standards at all times to the public.

Always be Strong- Show you believe in yourself by having the highest standards of everything you do!

Behaviour and Discipline Policy

Negative Cycle



Positive Cycle



Remember being in the Positive Cycle means you always believe you CAN DO IT- its not a matter of if you will achieve but when you will achieve!

You always have high standards- High expectation of everything you do – 100% commitment to yourself and 100% commitment to believing in yourself.

Always having high expectations and high standards and never dropping your standards shows that you are a **STRONG** person.

Being a strong person means you never give up even in the face of challenges= you see challenges as opportunities to grow!

The Coach, The Player and the Journalist playing to help everyone win.

Coach



Sees how you play the game.

- Observes the players actions.
- Says what they see- your actions: State the obvious.
- Questions your commitment to “ your word”, your commitment to winning your game. (O.A.R.S)
- Cheers you on.

Plaver



Plays to Win

- Plays the game.
- The rules are “ Help you play the game to win”.
- How you play suggests how committed you are to winning your game.
- Do you want to win?
- Does your word mean your word; Does yes mean yes.
- When you yes is not a yes, your action show your commitment.

Journalist



Reports on everything

- Based on the past.
- Predict the future.
- Attaches a story to the experience.
- The experience triggers emotions (Your “Chimp”)- Fight, Flight, Freeze
- Creates a state of drama (Victim, Persecutor, Hero).
- Influences you actions

Every Galley Common Infant School Child is a STAR...

Sit up.

Track the speaker

Answer and Ask Questions.

Respect.

Every Galley Common Infant School Child is a STAR...

Sit up.

Track the speaker

Look at the speaker

Turn to the speaker if you need to

Listen to the speaker

(Learning partners: knee to knee)

Teacher to indicate if the speaker has changed to a child

Answer and Ask Questions.

Think about what you are going to say.

Put your hand up

Wait to be asked

Speak clearly

Answer or ask a question

Respect.

Listen Carefully

Give eye contact

Good manners

Take care of yourself, others and our school



<u>Chair</u>	<u>Carpet</u>
Back against chair	Crossed legs
Feet flat on the floor	Straight back
Empty hands	Hands in lap
Hands in lap or on table.	Be still
Be still	

Soldiers

Face forward

Hands by your sides

Look at the head of the person in front (lining up)



Learning with high expectations and standards.
Stretch and Challenge learning,

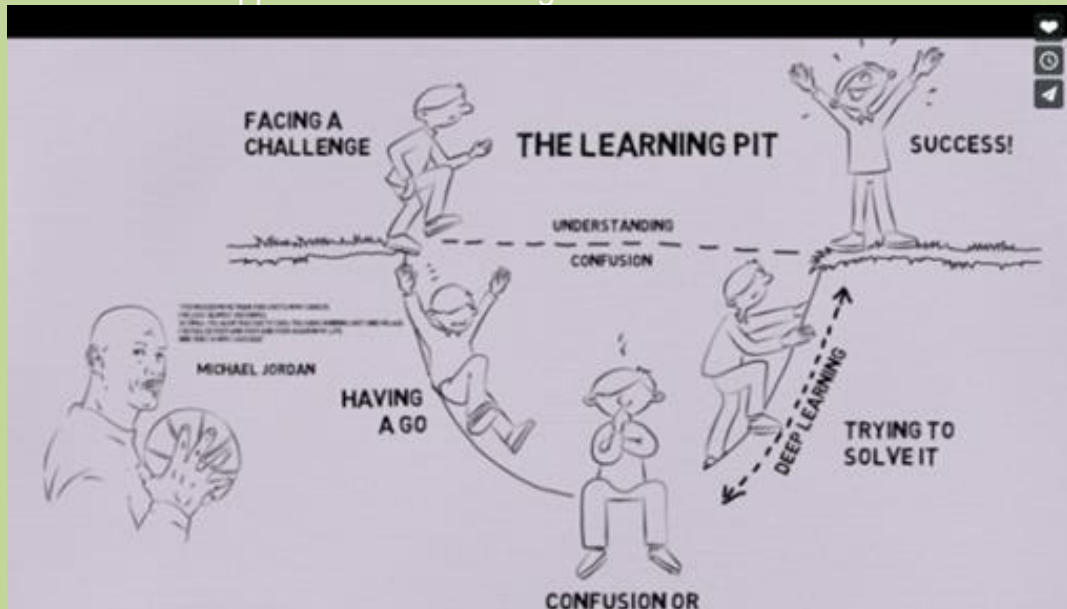
Taking responsibility for your equipment, Tidying up at the end of lesson

Stretch and Challenge



Remember the Growth mindset- believe in yourself- I am not there yet but will not stop until I keep improving on my personal bests = High standards = High expectations of your self= Be strong by being in the positive cycle= The Galley Common Infant School Way)

To grow your mind you will need to be challenged and at Galley Common Infant School - this happens in the "Learning Pit".



There are 4 steps to high standards of learning

Step 1=You are given a challenge- a difficult question.

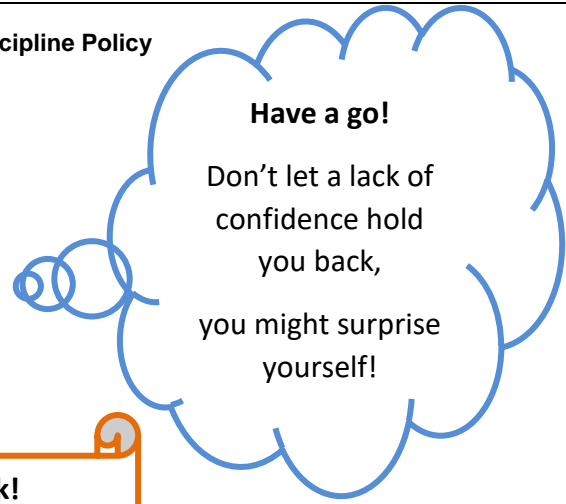
Step 2=You will experience being taken out of your comfort zone- conflict (this normally feels like you want to quit- this is when you really have to show you are in the positive cycle and are strong – believe in yourself and Be Brave (one of the 6 B's)

Step 3= Construct your learning- do Draft 1 – “give it a go” (Austins Butterfly). You will improve on this-, it doesn't matter how good this first draft is this is only your “First Attempt In Learning (F.A.I.L.)” Once you have done draft 1, you use the other B's (Be still, Backtrack, Buddy, Bits and Bobs, Boss) and model answers to now improve on your drafts until you get to what is what you think is your best attempt in the time you . This is your current Personal Best.

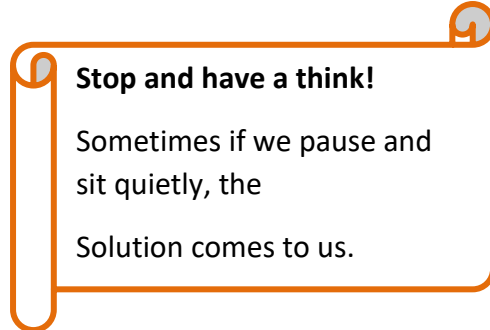
Step 4= Once you have overcome the challenge you need to reconsider similar questions - Repeat- Practice, Practice, Practice

The Six Bs:

Be Brave



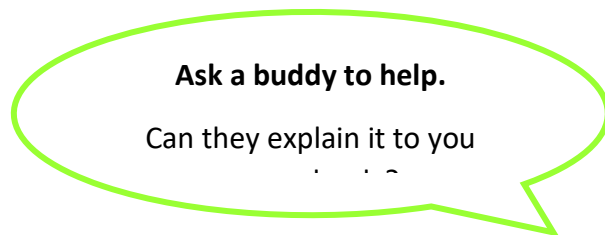
Be still



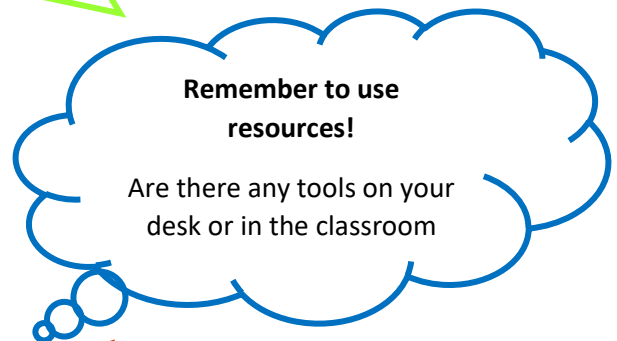
Backtrack



Buddy



Bits and Bobs



BOSS



High Standards

High Standards

High Standards

100% - 100% of the time.

*Always be Strong- Show you believe in yourself
by having the highest standards of everything
you do!*

Appendix 2

Galley Common School

RIGHT TO RESPECT

Our staff are here to help you. We are committed to resolving any problems or questions you may have in a professional and caring manner. We also expect parents and carers to speak to all our staff in a polite and courteous manner. We expect the whole school community take this into consideration when dealing with issues of concern.

“It is a primary aim of our school that every member of the school community feel valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all.” (Galley Common Infant School Behaviour Policy, 2023)

“It is a requirement for all staff to report all incidents of verbal and physical violence to the Head Teacher...” (Health and Safety Policy 2019)

For the benefit of all of our children, families, staff and governors at Galley Common Infant School, we wish to work in close partnership.

In order for this to be successful there is a need for mutual respect and understanding from parents, carers, pupils, staff, governors and visitors.

Everyone deserves to be listened to and has the right to voice their opinion in a calm and respectful manner. This includes during all times of the school day and all areas of the school site. This includes all forms of communication (phonecalls, emails, etc).

Aggressive or abusive behaviour (verbal/physical) towards anyone will not be tolerated. Behaviour of this nature is distressing for our children and for adults.

Should behaviour become aggressive or abusive, any party has the right to postpone the conversation until a later date.

Aggressive behaviour between adults (parents/parents, parents/school staff, visitor/parents/school staff) on school site will result in some form of involvement from the Headteacher. This could ultimately result in adults being banned from school.

It is important to create a positive environment where everyone has a clear understanding of what is acceptable and unacceptable. It is important that our school is a place where everyone feels respected, valued and safe. This applies in all aspects of school life, both inside and outside the building.

Visitors are welcome at Galley Common Infant School. However, we will not tolerate violence, rudeness or aggressive behaviour from anyone towards our staff, pupils and other members of our school community. The School and the Local Authority have legal powers to take action against any person who behaves inappropriately which includes prohibiting access to the School site and restricting contact with School staff.

Appendix 3

Children and Staff Rules and routines – Step Up procedures in the event of a pandemic or outbreak

Children's Rules:

- I will sit in my own place
- I will use my own equipment
- I will try to stay 2 metres away from my teachers and friends
- I will raise my hand if I need something
- If I need to toilet I will wait at the foot steps if someone is in there.
- I will walk on the left-hand side of the corridor
- I will wash my hands throughout the day for 20 seconds.

Staff Rules:

- I will try to stay 2 metres away from the staff and children
- I will take regular breaks
- I will walk on the left-hand side of the corridor
- I will wash my hands throughout the day for 20 seconds.
- I will clean surfaces and touch points in communal areas before and after use.
- I will enforce the class rules at all times