



BEHAVIOUR POLICY 2023

This policy should be seen as an important practical and relevant document in the daily life of the school. It should, therefore, not be read in isolation but interpreted in conjunction with our Anti-Bullying, Equality Policy and Quality First Teaching at Great Moor Infant School.

AIMS

We believe that 'every child has a right to learn and every teacher has a right to teach'. The aims of our Behaviour Policy are:-

- To maintain a secure and stable school environment in which effective teaching and learning can be achieved.
- To support each child in developing respect, kindness, tolerance, responsivity and co-operation regardless of gender, age, race, colour religion, cultural and social background or disability.
- Ensure every child understands the importance of behaving appropriately.

We believe that these aims are best realised in the context of our school ethos with our pupils encouraged to give of their best, both in and out of the classroom.

At Great Moor we believe a positive approach of age appropriate support, praise, encouragement, rewards and the raising of self-esteem is effective behaviour management for our learners.

OBJECTIVES

We will achieve our aims through a variety of strategies and objectives which will include:

- The application by all staff of a coherent, fair and consistent approach to discipline and behaviour throughout the school.
- The adoption of a simple rules for behaviour to which our pupils have contributed, thereby creating a sense of ownership and commitment.
- The setting by staff of appropriate and acceptable standards for children to follow which include dress, attitude, punctuality and commitment.
- The creation of a positive, stimulating environment for our pupils.
- To ensure a child is aware that whilst he or she is always acceptable, it is his or her inappropriate behaviour which is not.
- To recognise the importance of the home-school partnership and that early consultation with parents is essential in order to discuss issues encountered and agree upon an appropriate course of action.
- To adopt a rewards system which acknowledges children's achievements.

BEHAVIOUR

Acceptable Behaviour – conforms to the reasonable expectations of the school community. It shows mutual respect for the needs and aspirations of everyone. It involves caring for the whole school environment and the reputation of the school.

Unacceptable Behaviour – is to be seen when individuals behave in a way that prevents their own development and where conduct disrupts the process of teaching and learning for themselves and others and lowers the reputation of the school.

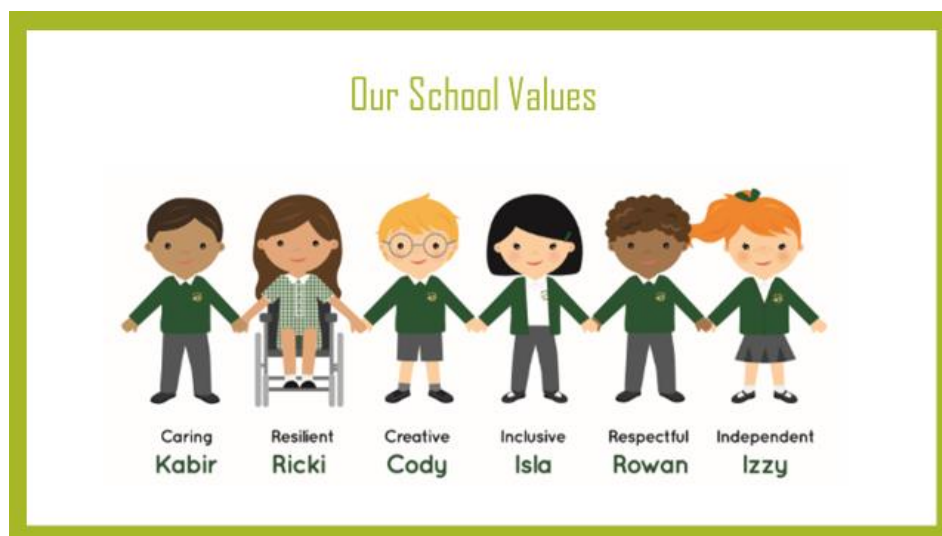
In seeking to build a positive school, we see several elements as essential to our policy:

- Our rules- Be Safe, Be Kind, Follow instructions.
- An agreed school policy for *Quality First Teaching* which aims to create a harmonious effective learning environment.
- School values which are known and accepted.
- Consistent implementation of these at all levels by **all** staff.
- Acknowledgement of those who keep to the school values.
- Deliberate teaching to develop self-regulation and personal responsibility.
- Appropriate management of behaviour that is outside expectations, including sanctions when necessary.

SCHOOL CORE VALUES

A value is a principle that guides our thinking and our behaviour. At Great Moor Infant School, every individual is valued for who they are and what they contribute to the school. Values are intended to support the personal, social and spiritual development of every pupil throughout the school. We have high expectations of all our children, encouraging them always to do their best regardless of their gender, ethnicity, additional needs or beliefs.

Our Core Values were selected after consultation with our school community and are ones we deem to be important throughout life. The whole staff team, parents and pupils are involved in promoting our values and recognising where others are 'living the values'. These are the values that our pupils felt represented our school the best:



These will be prominently displayed within each classroom and around school.

THE BENEFITS OF POSITIVE SCHOOL BEHAVIOUR

At Great Moor Infant School we believe that because the whole school community; staff, pupils and parents value positive behaviour, there are benefits for all in the daily life in our school.

Being Inclusive

- Some individuals need more support than others in learning to meet the school's expectations of behaviour.
- The de-regulated behaviours of some vulnerable pupils need to be tackled with an understanding of individual pupil needs.
- Our school has to have due regard to the Equalities Act 2010 and the need to proactively make reasonable adjustments in applying policies.
- We have a responsibility to teach social behaviour to all pupils.
- We should be clear with staff, pupils, parents and governors about which expectations are non-negotiable.
- All pupils have the right to be educated no matter how challenging their behaviour.
- Dealing with challenging behaviour often helps us to find ways to improve our systems, processes and procedures. We should seek to adapt these to fit our diverse population.

Being Positive

- Parents and carers need to be as fully involved as possible.
- We should have high expectations of what is acceptable behaviour in our school and within the wider community and should seek to raise those expectations in partnership with staff, governors with pupils and parents/carers.
- If we want our pupils to behave in a particular way, we are responsible for making it clear to them how we want them to behave.
- We should recognise acceptable behaviour through positive reinforcement.
- We should provide pupils with honest & sensitive feedback on their own learning and behaviour.

Being Assertive

- Teachers have the right to teach; pupils have the right to learn.
- Pupils and staff have the right to feel safe in school.
- Parents have the right to feel welcome and to know their children work, play and learn in a friendly, safe and helpful school.
- We should never tolerate violent, abusive or anti-social behaviour in the classroom or anywhere in school.
- Staff require support from each other and outside agencies in order to support individual pupils through learning and making changes in behaviour.

Children

- Develop self-regulation in the early years supported by staff
- Learn what good behaviour means
- Learn to respect each other in a safe, secure and fair-minded environment

- Learn the value of friendship
- Develop self-esteem and self-confidence
- Achieve the highest standards in all their school work and have opportunities to take part in a wider range of activities

Staff

- Can teach effectively without lessons being constantly disrupted
- Can work to meet the varied needs of all children
- Can develop personally and professionally and see the home school partnership strengthened.

Parents

- Are secure in the knowledge that their children are happy and safe in school, growing personally, socially, spiritually, culturally and academically, emotionally,
- Know that their children will receive constructive support when they need it and feel welcome in the positive atmosphere of our school.

PROCEDURES FOR MAINTAINING GOOD BEHAVIOUR

Maintaining good behaviour will be achieved through:-

- A positive approach, highlighting appropriate ways to behave.
- Having a clear set of school rules which are communicated fully to pupils and their parents.
- Use of 'Visuals' with all pupils.
- Use of RWI methodologies as appropriate.
- Using a system of rewards recognising children's efforts and successes in behaving well, including for example; dojos, as well as lots of praise and verbal recognition.
- Sanctions to deal with unwanted behaviour including warnings and missing playtimes.
- Making use of PSHE lessons, school assemblies and the 'hidden curriculum' to promote appropriate behaviour.

SANCTIONS

We recognise that the vast majority of our pupils are well-behaved and contribute greatly to the positive atmosphere within our school.

Nevertheless we are aware that clearly understood sanctions may be necessary on occasions when praise and reward strategies prove ineffective. It is important children know that they are under supervision, that checks are made, and that there is an expectation from each child of behaviour which meets our school values.

At playtimes/lunchtimes:

- Isolate from group for stipulated period
- Refer to Senior Midday Supervisor, Deputy Headteacher or Headteacher

If behaviour is unacceptable in extra-curricular activities a warning should be given and if behaviour does not improve then the pupil will not be allowed to attend the activity.

MANAGING SERIOUS BEHAVIOURAL DIFFICULTIES

Pupils whose behaviour presents serious problems for the school, in terms of, harming the education welfare of themselves or others in school, will be managed through the following as necessary:-

- Liaison with parents.
- Pastoral support/behaviour support programme from class teacher/teaching assistant.
- Further sanctions, which may include: loss of privileges, dojos, debarment at lunchtimes or exclusion from school (short term and/or permanent).
- All staff have Team Teach training to enable them to de-escalate challenging situations.

EXCLUSIONS

If a pupil's behaviour leads to exclusion, fixed term or permanent, we will follow the guidelines provided by Stockport Local Authority and parents will be informed of actions taken. Unacceptable behaviour which might result in exclusion includes - repeated misbehaviour, fighting, verbal abuse towards staff or other pupils, physical violence, bullying, theft, racism, vandalism and drug-related incidents.

PARENTAL INVOLVEMENT

Where significant concerns are raised by staff or another pupil's parents then the child's parents will be contacted.

- Parental involvement is extremely important
- Parents' contribution may throw more light on causes behind the misbehaviour
- This helps provide consistent action between school and home
- Class teacher/parent emails may be set up after discussion – can be daily or weekly for a set period

Where behaviour outside school on visits is unacceptable the child's parents will be asked to discuss this with the child's teacher and agree the action to be taken.

Where a child's behaviour at lunchtime is persistently unacceptable, the school may exclude the child for the lunchtime period following appropriate prior notification to parents by the Headteacher or Deputy Headteacher.

Where inappropriate standards of behaviour continue to be exhibited by the child the Headteacher or Deputy Headteacher, in consultation with the child's parents may seek the involvement of the LA Educational Psychologist or LA's Behaviour Support Service to provide specialist guidance and counselling.

TEAM TEACH, CARE CONTROL AND PHYSICAL RESTRAINT OF PUPILS

All members of staff receive Team Teach training. This provides the staff team with a shared understanding, confidence and strategies to de-escalate challenging situations. Only when such strategies are not successful will a member of staff decide that physical intervention may become necessary to support and restrain an individual pupil or pupils. Such situations are governed by Stockport Council's Care and Control guidelines for schools.

Key points from this document are summarised below for our staff:

Before Intervening

- Evaluate the situation and where necessary and where possible obtain help from another member of staff to initially assist with the situation and thereafter be a witness
- Every effort should be made to de-escalate the situation by remaining calm, knowing what to say, responding rather than reacting, staying in control

Circumstances Justifying Physical Intervention

On occasions when teachers and other persons who are authorised by the Headteacher to have control or charge of pupils, may use such force as is reasonable in circumstances:

- where action is necessary in self-defence or because there is an imminent risk of injury to self, the pupils or others.
- where a pupil is behaving in a way that is compromising good order and discipline or damaging property.

Application of Reasonable Force

There is no legal definition of “reasonable force”. It will always depend on all the circumstances. The use of force can be regarded as reasonable if:

- it is used for the minimum length of time to achieve its objective
- it is used as a last resort
- the degree of force must be the minimum necessary taking into account the age and size of the child and in proportion to the incident and seriousness of the behaviour or the consequences it is intended to prevent

Lawful methods of reasonable force might involve:

- physically interposing between pupils
- blocking a pupil’s path
- holding
- leading a pupil by the hand or arm
- shepherding a pupil away by placing a hand in the centre of the back
- in extreme circumstances using more restrictive holds

Authorised Staff

The Headteacher has authorised all the school’s employees to use reasonable force whenever deemed necessary, in accordance with the circumstances outlined in this policy.

Recording Incidents

If for any reason staff use force to restrain a pupil it is important that the Headteacher or Deputy Headteacher is informed immediately and that the member of staff involved completes a written report as in the LA’s Appendix in its Care and Control guidelines document. This may help alleviate any misunderstandings or misrepresentation of the incident and will be helpful evidence should there be a complaint from a parent or pupil.

BULLYING AND RACIAL INTOLERANCE

The school is committed to ensuring that pupils are taught the importance of treating others properly, and bullying is not acceptable. We aim to minimise the incident of bullying. If incidents occur we will deal with them as soon as possible and as fairly as possible, supporting both the victim and the bully as appropriate (see Anti-Bullying Policy).

SEXUAL HARMFUL BEHAVIOUR

Sexual harassment and sexually harmful behaviour will not be tolerated in school. This can happen between children of any age. All staff are encouraged to have an 'it **could** happen' here attitude and to deal with and report/record an issue as they would with all behaviour incidents. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe.

MANAGING THE SCHOOL BEHAVIOUR POLICY

The way our teaching and support staff conduct their relationships within school will inevitably influence the children and we should always provide good role models in this respect. Staff and Governors should be aware that:

- The Headteacher/Deputy Headteacher will encourage and support our staff in their efforts to implement this policy.
- Behaviour related incidents will be recorded on CPOMS and serious incidents will be brought to the attention of the Headteacher/Deputy Headteacher.
- Parents will be contacted when necessary.
- The Headteacher will discuss with new intake parents our expectations of children's behaviour in school, based on our agreed policy.
- The Headteacher and Deputy Headteacher will be available to discuss with teaching and support staff concerns about the behaviour of individuals and groups of children.
- Class Teachers will always be responsible for the behaviour of their pupils in the normal course of their duties, with recourse to the Headteacher or Deputy Headteacher.
- This policy will be reviewed annually and revised as necessary by the Headteacher and Deputy Headteacher in consultation with the staff and School Governing Body.

The Behaviour Policy ensures that functions are carried out with a view of safeguarding and promoting the welfare of all pupils.