



Behaviour Policy

Principles

The governors, after consultation with staff, parents and pupils wish the following principles to be promoted with Gorsewood School.

- The school community promotes values including honesty, fairness and respect for truth and justice, within a caring and nurturing environment.
- All members of the school community have a right to feel safe.
- All members of the school community have a right to respect.
- All members of the school community have a right to learn.

Acceptable Behaviour

Gorsewood School expects pupils and staff to behave in a manner that reflects the principles of the policy, in ways that support everyone's right to learn, be safe and be treated with respect in school. The school expects pupils to work as hard as they can and not to disrupt the learning of others, to speak to others in appropriate ways, treat all adults and children in school with respect and care for members of the community. Pupils are expected to keep the school rules, which have been developed in consultation with them and contribute to the positive ethos of the school. It is the responsibility of everyone in school to promote our nurturing ethos and to make positive choices about their behaviour, take responsibility for their own actions, and promote the development of positive self esteem and well being. The school expects pupils to behave in this way both on and off the school premises.

School Rules

The staff have, with involvement of the pupils, established specific positive rules that clearly define the high standard of behaviour and the positive ethos that we expect in school. These rules are set out below.

- Be polite
- Be kind
- Be your best
- Be cooperative
- Be respectful
- Be safe

The rules are displayed in pictures and text in all areas of the school and referred to by all staff as acceptable and unacceptable behaviours are observed. Assemblies and circle time are used to frequently revisit and teach the rules.

Rewards

Verbal praise is the most frequent reward given.

Assemblies including a weekly shining stars assembly are used to award certificates and vouchers for positive behaviour, effort, attendance, good manners, academic and sporting achievements.

Parents are also routinely told of their children's positive behaviour through informal conversation, notes in reading and homework diaries, postcards, phone calls, attendance at assemblies and parent's evenings.

Class teachers set up their own reward systems for achievement and positive behaviour in the classroom. Each class reward system ties into the whole school system to ensure consistency throughout the school. Children can be set specific targets within this system, which will lead to reward both for individuals and the whole class.

Sanctions

All children who follow the rules earn minutes towards Golden Time on Friday afternoon.

Behaviour system goes across the whole school from Foundation Stage to Year 6, and is applied fairly and consistently whilst taking into account individual circumstances, including the child's age and any learning difficulty/disability the child may have.

For pupils who choose to disregard the rules a series of consequences is in place. These sanctions are hierarchical and designed to both reinforce the school rules and to help to teach pupils how to follow them.

1. Verbal warning
2. Initials displayed
3. Timeout for reflection within classroom/teaching area
4. Time in another classroom (parents informed at the end of the day)
5. Headteacher informed
6. Parents contacted with the expectation that they will come to school

Sanctions are displayed in each classroom.

In exceptional circumstances the Headteacher will consider exclusion from school as a consequence.

The Education Act 1996 forbids corporal punishment, but allows all teachers to use reasonable force to prevent a pupil from:

- Committing a criminal offence
- Injuring themselves or others
- Damaging property
- Acting in a way that is counter to maintaining good order and discipline at school

Parents will always be informed of any serious accident at school. This school is committed to partnership working with parents/carers. We review our procedures in line with National and Local advice.

Additional support

Additional support is available, through the school's SEN system and interventions for pupils who have social, emotional and behavioural needs. We recognise that some pupils may need more support than others to develop their skills, and staff are encouraged to act on concerns about a pupil's learning, conduct or emotional behaviour as early as possible.

Gorsewood School works in partnership with parents in all aspect of their child's learning. The schools pastoral team - Family Support Worker, Nurture and Behaviour Mentor, Counsellor and Attendance Worker work together with SENCO and class teachers.

From time to time school offers specific courses for parents. Depending on the underlying issues, we can also signpost parents to additional agencies for support.

A synopsis of the policy is contained in the school prospectus.

Policy reviewed November 2017

Date of Review November 2018

Policy to be reviewed when there is a change in HBC Policy or a change in legislation.