Learning

Loving

Living

Gonerby Hill Foot

C of E Primary School

Let all that you do be done in love.

1Corinthians 16:14

Positive Behaviour Policy

Member of staff responsible: A Crossland

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Next Review Date: Feb 2027 (Review Annually)

At Gonerby Hill Foot our vision is:

Learning

Offering an ambitious educational experience, developing a lifelong love of learning for all.

Loving

Fostering a spirit of self-worth, compassion and respect across our community.

Living

Together, empowering resilient, responsible global citizens.

Creating leaders who are inspired to serve, enabling us to live life in all its fullness.

Let all that you do be done in love.

1Corinthians 16:14

Introduction
At Gonerby Hill Foot, underpinned by our Christian distinctiveness, we provide a safe, caring, stimulating and inclusive environment for all. We teach pupils, through a variety of experiences, to love and respect themselves and others, their families, cultures and beliefs. Our focus on developing positive relationships enables us to live life in all its fullness, together as a strong community.

Promoting positive relationships amongst the pupils is a shared responsibility. All members of the school community: staff, governors, parents, the wider community and the children, have a vital role to play, and should aim to build positive relationships with each other.

Aims:
- To encourage a calm, purposeful and happy atmosphere within school;
- To develop respectful positive relationships through a restorative approach, which promote self-esteem, self-worth and establish clear expectations of all members of the school community.
- To prevent bullying
- Through shared expectations and a clear consistent approach, we aim to promote a compassionate working environment where all can feel safe, take risks, develop their skills and foster a love of learning both independently and co-operatively.
- By creating a respectful, fair and forgiving ethos, we want all children to be confident and resilient with each other and in their work.
- To establish a partnership approach which draws on parental and professional relationships.
- To provide consistent systems which promote positive behaviour and which support all members of the school community.
- To recognise the importance of effective teaching and learning in the promotion of positive behaviour.
- To monitor and evaluate the effectiveness of our Positive Behaviour Policy and procedures.

Restorative Practices

Being 'Restorative' focuses on building positive relationships based on respect and fairness. In turn, this creates a community rooted in our values of Friendship, Respect, Forgiveness, Love, Compassion, Fairness, Resilience and Honesty. We believe that behaviour is communication and that, to create a positive community, children must feel loved and valued as members of a safe and supportive environment.

The Restorative framework is based upon 'knowing the effect that I have on others'. When incidents occur, children take part in a restorative conversation with a trained adult, grounded in the principles of Emotion Coaching. Through this approach, the adult first supports the child to recognise and name their feelings, helping them to feel heard and understood. Once calm and regulated, the child is guided to reflect on what happened, consider the impact of their actions on others, and take responsibility for their behaviour. Together, they explore how harm can be repaired and discuss more appropriate choices that could be made if a similar situation arises in the future. In this way, children develop empathy, accountability and the skills needed to make positive behavioural choices.

At the same time, children must learn that their actions have consequences. Understanding that inappropriate behaviour leads to fair and proportionate consequences is an important

part of developing responsibility, self-discipline and respect for others. Consequences are not designed to shame or punish, but to support reflection, reinforce boundaries and ensure that expectations are upheld consistently. Clear expectations, applied calmly and predictably, provide children with the security of knowing that adults will respond fairly while maintaining the integrity of our community.

Positive Behaviours

We aim to promote a positive School Ethos through

- modelling of controlled, respectful non-verbal and verbal behaviours by adults;
- treating all children with respect, warmth and fairness
- valuing and nurturing each child's individuality;
- genuinely listening to children, and valuing their contribution
- explicitly teaching values and reinforcing appropriate behaviour;
- teaching an emotional vocabulary so that children develop the language skills to help them recognise and understand their own and other's feelings;
- helping children to learn the language needed, e.g. of sharing, turn-taking, co-operation, giving and receiving compliments, choice, and consequences;
- teaching problem solving strategies;
- providing interesting and appropriately challenging lessons
- encouraging children to recognise their own strengths and those of other children and to value the diversity within the classroom;
- clearly understood classroom routines (e.g. for entry, exit, using equipment etc.) to promote an appropriate climate for learning;
- agreeing classroom rules which promote positive learning, values and social behaviours – these should be agreed by the class;
- helping to develop in pupils an acceptance of responsibility for their own behaviour;
- acknowledging and celebrating good behaviour (See Appendix 1); and
- having a structured approach to deal with inappropriate behaviour, which is clearly understood by all. (See Appendix 2)

Appendix 1

Celebrating good behaviour and attitudes:

- Children are awarded circles within the classroom to earn fun, active time.
- House points linked to circles.
- Termly work sharing with parents in the form of 'Chance to Share'.
- A weekly celebration assembly will take place where children from each class will receive a 'Diamind' certificate. This is linked to key learning and attitude skills that have been identified in our School Vision. Photographs of the children that have received these awards will be shared through Dojo.

- Children who accomplish something exceptional will be sent to see the Headteacher. They will be presented with a special sticker.
- ‘You’ve been spotted’ tokens will be given to children for exceptionally good behaviour outside the classroom environment. Each class’s tokens will be counted on a Friday morning and the winning class will receive a trophy for the week. These can be given out by all staff members. They cannot, however be given to a teacher’s own class. The tokens will be counted prior to the celebration assembly and the winning class will receive a trophy for the week and some time with Pablo, the school dog.
- On a Friday, one child from each class will be collected for ‘Pablo time’ where they play and walk Pablo. These children will have impressed their teacher with their knowledge and attitude.
- At the end of each half-term, a pupil from each class is identified by the teacher to receive the ‘Headteacher’s Award’ and this is presented at a celebration assembly which parents attend.

As part of promoting positive opportunities for serving the school community and being a positive role model, pupils are encouraged to take on responsibilities within their class and across their school. These include, but are not limited to:

- House Captains
- School council
- Members of Committees
- Classroom and school wide monitor jobs
- Mentors
- Peer mediators
- Mini Police

Appendix 2

Sanctions

- Children are given a reminder if behaviour falls short of the school’s expectations.
- Following 2 reminders on the same day, a child misses 5 minutes of playtime (A restorative conversation takes please).
- Following 4 reminders a child misses 10 minutes of playtime (A restorative conversation takes please).
- If 5 reminders are issued, the child has a conversation with the Headteacher (or SLT member)
- If a child swears, uses misogynistic language, homophobic language, racist language, or physically hurts another person, they go straight to 5 reminders and are seen by the Headteacher. Parents are informed.
- If children meet the Headteacher because of their 5 reminders, this is recorded and reported to governors at the FGB meeting. (Children’s names are not shared).
- With all reminders, there has to be an element of professional judgement. Staff know their children and any events that may affect behaviour. This might lead to adaptations for specific children.

ROLES AND RESPONSIBILITIES

CLASS TEACHERS/SUPPORT STAFF:

The class teacher and support staff will:

- Ensure that the school rules are always applied consistently and fairly.
- Ensure that classes behave in a responsible manner both in the classroom and when moving around the school.
- Hold high expectations of children's behaviour.
- Treat each child fairly, with respect and understanding.
- Use agreed scripts in a neutral tone of voice.
- Always recognise positive behaviours.
- Apply rewards and sanctions fairly and consistently.
- Record issues promptly on CPOMS and respond accordingly.
- Follow procedures outlined in this policy and liaise with the Pastoral Team/SENCO where support is needed in managing behaviour of individuals.
- Consult with parents/carers where there are any behavioural concerns.

SENIOR LEADERSHIP TEAM:

The Senior Management Team will:

- Implement and monitor the effectiveness of this policy throughout the school and, where appropriate, report to governors
- Support the staff in the implementation of procedures outlined in this policy and guidance
- To keep records of any significant negative behaviour incidents following CPOMS systems
- Liaise with external agencies as necessary in order to support individuals with specific needs
- The Head Teacher will follow guidance from the DfE and LA if a fixed term or permanent exclusions is deemed necessary.

GOVERNORS

The Governors will:

- Review our written statement of principles
- Consult with the Headteacher as necessary in regards to a suspension.

PARENTS/CARERS

The parents/carers will:

- Support their child's learning and work in partnership with the school. with the school
- Promote positive behaviours at home as well as at school
- Read any documentation that is sent home
- Meet with members of the school staff as necessary to discuss any concerns

CHILDREN

The children will:

- Try their best to demonstrate positive behaviour
- They will take responsibility for their actions and consider the effects of their actions on others

Children without the strategies and skills needed to manage their emotions will be supported.

Team Teach Positive Handling

To fulfil our duty of care to prevent harm, Restrictive Physical Intervention may happen as a last resort, under Section 93 of the Education and Inspections Act 2006, in any of the following exceptional circumstances, where reasonable, and where all other options have been exhausted, to prevent a pupil from doing, or continuing to:
a. Commit any offence (or, for a pupil under the age of criminal responsibility (10 years), that would be an offence for an older pupil);
b. Cause personal injury to, or damage to the property of, any person (including the pupil themselves); or
c. Prejudice the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

Our policy for using Team Teach is 'the minimum degree of intrusion required to resolve the situation, for the minimum amount of time' meaning the force used must always be the minimum necessary and in proportion to the consequences that it is intended to prevent. Most staff on roll have attended Team Teach training and are therefore equipped to deal appropriately with a situation where a child may present a danger to themselves, others or property. It is the responsibilityof each member of staff to make an assessment of the particular circumstances, know the contents of this policy and decide if they are capable of managing the situation alone and if physical intervention is required. Where possible, more than one member of staff should be involved.

Team Teach will always be carried out with the child's safety and dignity in mind. Any particular Special Educational Need and/or disability that a pupil might have will be

taken into account under the Equalities Act 2010, before any member of staff exercises the power to use force. A sensory room is available in school, and when possible, pupils who have been subject to Team Teach can be taken to this room for time to become calm and collect their thoughts. Where there has been Team Teach intervention, a record must be made on CPOMs and parents must be informed as soon as practical after the incident.

This policy covers those situations where incidents are foreseeable and school has planned interventions which are agreed and supported by parents/carers and are monitored through EHCPs or individual Support Plans. It does not cover emergency situations which cannot reasonably be planned for in advance.

For more guidance on information sharing, please see 'Information Sharing' (DfE), 'Information sharing to protect vulnerable children and families' (DfE). (www.gov.uk/government/publications). Formore information about Team Teach in general, please refer to 'Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties' (DfE), 'Guidance on the Use of Restrictive Physical Interventions for Staff Working With Children and Adults who Display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders' (DfE), 'Use of Reasonable Force' (DfE).

Behaviour and Safeguarding – Child on Child Abuse (see Safeguarding policy)
We recognise that children are capable of abusing their peers and that this can manifest itself in many ways and contexts. Where there are concerns or allegations of child on child abuse, the procedures and guidance in the Safeguarding Policy will be followed, in the same way as if the matter was in respect of abuse by an adult.

GHF will have regard to DfE guidance Searching Screening, and Confiscation when considering where they may need to search for and/or seize items, including, without consent, for safeguarding purposes, where there is reasonable cause to suspect that it has been, or is likely to be, used to commit an offence, or cause personal injury to, or damage:

https://www.gov.uk/government/publications/searching-screening-and-confiscation

Concerns or allegations of all forms of child on child abuse must be reported to the DSL, who will adhere to the DFE guidance and procedures and make referrals in respect of both the alleged victim and the alleged perpetrator, where appropriate. Where the concerns are of a sexual nature the DSL will have regard to the guidance 'Sexual violence and sexual harassment in schools and colleges 2021:

https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges?utm_source=chatgpt.com

Behaviour and Safeguarding - Mobile phones and technology
Children are not permitted to have mobile phones in school. Any children who bring mobile phones to school must take them to the school office first thing in the morning and collect them at the end of the day. Mobile phones which are found in school will be taken to the office for collection at 3.30pm and parents will be informed. (see mobile phone policy).

Where there are concerns or allegations of youth generated sexual imagery, (often referred to as ‘sexting’) these must always be reported to the DSL, who will have regard to the 2017 updated guidance: UK Council for Child Internet Safety Guidance ‘Sexting In Schools and Colleges Responding to Incidents and Safeguarding Young People’: Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK The DSL, having had regard to this guidance, will make referrals to police and children’s social care where appropriate (see Safeguarding Policy).

CPOMS

Behaviour incidents and actions are recorded on CPOMS. This allows for comprehensive monitoring by the class teacher and SLT.