



George Washington
Primary School

Behaviour Policy

Approval: November 2024

This policy has been developed within the context of current legislation, policy and guidelines detailed below:

- Education Act 2002, as amended by the Education Act 2011
- Behaviour and Discipline in Schools - 2016
- SEND Code of Practice - updated 2015
- Children and Families Act - 2014
- Equality Act – 2010
- United Nations Convention on Rights of the Child (UNCRC) – 1990
- Guidance on use of reasonable force in school – DfE updated July 13
- Behaviour in schools – advice for headteachers and school staff - DfE 2013 updated February 2023
- Mental Health and Behaviour in schools – DfE 2018
- The Prevent duty – DfE updated March 2024
- Fundamental British Values – DfE 2014
- School suspensions and permanent exclusions – DfE updated August 2024

Rationale

At George Washington Primary School, we believe that positive behaviour is essential for creating an environment which supports effective learning and teaching. We expect and encourage positive behaviour and self-discipline from all pupils at all times in order to achieve a climate which enables emotional development, high standards and a happy purposeful environment.

At times, however, there will be a need to address inappropriate behaviour: school will provide guidance for staff on shared expectations to ensure consistent sanctions are applied. Some pupils may have other needs in respect of safeguarding or SEND which require additional or different support in managing their behaviour.

For these children a bespoke behaviour support plan will be implemented. Where necessary and when appropriate, the school will seek support and advice from other agencies such as CAMHS, CYPS, Educational Psychology Service and Behaviour Support Teams.

The school acknowledges its legal duties under the Equality Act 2010 in respect of these matters.

Aims of the Policy

At George Washington Primary School, we believe in a positive approach to behaviour management: the primary aim being that every member of the school community feels 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. Interactions between all members of the school community are positive, and the primary focus is always on the needs of the children.

The school's behaviour policy is therefore designed to support the ways in which all members of the school can live and work together in a respectful and supportive manner to develop positive self-worth and achieve their full potential. The school aims to promote an environment in which everyone feels happy, safe and secure; where staff encourage children to take pride in themselves,

their environment and their work through being positive and consistent role models. This, in turn, motivates children to make appropriate behaviour choices.

Objectives

- For all members of the school community to have a shared and clear understanding of the
- behaviour expectations at George Washington Primary School to adhere to the shared expectations
- For all members of the school community to feel safe and valued in the school environment
- for children to develop a sense of self-discipline and an acceptance of responsibility for their own actions
- For all to develop a sense of self awareness and sensitivity to others within the school community
- To develop positive relationships between staff, pupils, parents and carers, visitors, other
- stakeholders and members of the community
- For children to be able to use strategies to deal with challenging situations
- For children to understand what is classed as unacceptable behaviour and why it is not tolerated.

Unacceptable behaviour includes the following list which is not exhaustive:

- non-compliance to a reasonable instruction
- non-completion of school work that could reasonably be expected
- making unkind remarks
- hurting others
- shouting out
- deliberate rudeness
- dishonesty
- physical violence
- use of bad language and swearing
- leaving the class without permission
- stealing
- bullying
- verbal abuse and teasing
- vandalism
- abuse relating to a person's race, colour, gender or sexual orientation

Roles and Responsibilities

Staff are supported to manage the behaviour of pupils through a collaborative and consistent approach. This approach aims to reduce negative behaviour, prevent further escalation and, where necessary, issue sanctions. This is implemented through a hierarchy of intervention:



All staff are aware of this hierarchy and of their roles and responsibilities within it.

The school has a number of rules that recognise children's rights and collective responsibilities. This policy supports the school community, giving opportunities for everyone to work together in an effective and considerate way.

Children have clearly stated expectations for positive behaviour. Rules are shared, discussed and are appropriate to the age and needs of the pupils. We have whole school rules which have been agreed through discussions between staff and pupils throughout the school. Classroom rules have also been established through work and discussions within each class. In some instances, where appropriate, individual behaviour support plans are in place for pupils who require them.

In support of this, all members of staff at George Washington Primary School recognise that they have a corporate responsibility for the general behaviour within the school, praising good behaviour and challenging unacceptable behaviour. However, there are also specific responsibilities expected of different stakeholders.

The Role of Pupils

Pupils know their rights and responsibilities and the school's rules which are in place to protect those rights. Children in each class have also worked together to create their own class rules. They have a responsibility to make good choices and follow the whole school and their class rules. If pupils make poor choices, then they will know that they have chosen not to follow the school rules and therefore they have chosen a consequence.

The Role of Mid-day Assistants

It is the responsibility of the mid-day assistants to support children during lunchtime. They should be aware of the school rules and be aware of specific ones for the dinner hall. They should encourage children to adhere to them. Mid-day assistants should deal with any minor incidents in the hall or playground immediately as they happen, to avoid escalation. Repeated incidents or violent or abusive incidents should be reported to the class teacher and added to CPOMs. More serious incidents should be brought to the attention of the class teacher/SLT immediately.

The Role of Teaching Assistants

It is the responsibility of the teaching assistant to support the class teacher in encouraging positive behaviour and dealing with children who make poor choices. When on duty at lunchtime, they have the same responsibilities as the mid-day assistants.

The Role of the Class Teacher

The class teacher should create a safe and stimulating environment for the children to work in. There should be established routines in each class so that children are aware of the expectations and how to meet them.

The class teacher treats each child fairly, with respect and understanding. It is the responsibility of class teacher to ensure that the school rules are enforced consistently in their class, and that their class behave in a responsible manner during lesson time. If there are behaviour issues during lesson time, it is the responsibility of the class teacher to deal with those issues following school procedures and guidelines. The use of de-escalation techniques to stop an issue from progressing is attempted in the first instance. Teachers are also responsible for the behaviour of their pupils in assembly and as they move around school.

The class teacher liaises 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 behaviour support service. It is the responsibility of the class teacher to communicate effectively with children, parents and colleagues.

The Role of the Phase Leader

It is the responsibility of the phase leader to support teachers in their phase and to make sure they implement the behaviour policy consistently and effectively within their class. The phase leader supports class teachers to deal with more difficult behaviour issues and to liaise with parents. The phase leader monitors who, when, and how often children are sent to them for time out.

The Role of the Assistant Headteacher and Deputy Headteacher

It is the responsibility of assistant headteacher and deputy headteacher to support all members of staff to implement the school behaviour policy. They are available to offer advice and support to deal with more difficult behaviours or repeated behaviours. They can be called on to deal with pupils who have not responded to the hierarchy of intervention. Meetings with parents can be made to talk to the assistant headteacher or deputy headteacher if they are not happy with how the class teacher and phase leader have dealt with a behaviour issue. They assist the head of school in monitoring behaviour, dealing with significant incidents and liaising with parents.

The Role of the Head of School

It is the responsibility of the head of school, 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 of school to ensure the health, safety and welfare of all children in the school.

The head of school supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy. The head of school keeps records of all reported serious incidents of misbehaviour. The head of school has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour or continued disruptive behaviour. For repeated or very serious acts of anti-social behaviour, the head of school may permanently exclude a child, in accordance with the exclusion policy. The head of school is responsible for monitoring behaviour, dealing with significant incidents and liaising with parents.

The Role of Parents/Carers

The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school. We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. 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. If the school has to use reasonable sanctions with a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern

remains, they should contact the phase leader, then the assistant head of school, deputy head of school, and then the Head of School. 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 of school in adhering to these guidelines. The head of school has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the head of school about particular disciplinary issues. The head of school must take this into account when making decisions about matters of behaviour.

Managing Behaviour

Managing behaviour is the collective responsibility of all staff. At George Washington Primary School, we follow positive discipline procedures to create a school system which is fair, consistent and safe.

Rewards

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

- Teachers congratulate and praise children
- Teachers implement systems within class to reward positive behaviour such as table points or raffle tickets, stickers, certificates
- Each week, class teachers nominate one child from their class to be 'achiever of the week' for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
- We award house points for aspects of good behaviour, acts of kindness, good manners, being thoughtful towards others, and being good role models. Each week, the total house points given to each house is shared in Friday assembly and shared in the weekly newsletter.
- At the end of each term, the overall winning house receives a collective treat.
- Teachers share examples of good work with class.
- Children take work to phase leader, assistant headteacher, deputy headteacher & head of school to celebrate achievement in their work
- The school acknowledges all the efforts and achievements of children, both in and out of school.
- The newsletter regularly includes children's achievement out of school, e.g. music or swimming certificates
- Children who have had 100% attendance for the half-term will be rewarded with a certificate and children with attendance of 96%+ will be entered in a prize draw
- Pupils are offered the opportunity to participate in aspects of school life which help them

- demonstrate leadership skills such as class representatives on the school council, play leaders, reading buddies, forest school rangers, classroom monitors etc.
- Inform parents – when a child has accomplished a special personal achievement.

Sanction/Consequences

- a visual reminder e.g., a look or shake of the head
- quiet verbal reminder
- warning structure in class
- time out in class
- time out in partner class – recorded in behaviour book
- missing part of break – to be supervised by person giving the sanction
- re-doing/completing work
- apologising
- tidying up if they have made a mess
- restorative justice – working through a problem to repair harm caused
- time out with phase leader – recorded in behaviour book
- referral to assistant headteacher/deputy headteacher
- referral to head of school

Rules and Routines

Whole School

Children are supported to adhere to the school rules through regular discussions in class during circle time or PSHE and in assemblies lead by the Head of School and Deputy Headteacher. These rules are displayed in every classroom and around the school to remind children and adults of their collective responsibilities.

Pupils should be aware of, understand the school rules:

- We are prepared
- We try our best
- We are respectful
- We play fairly
- We have high expectations
- We take all opportunities

Around the School:

There are routines for moving around the school. Children are expected to walk around the school on the left-hand side, in a sensible and orderly fashion and, when appropriate, keep the door open to let others through. All staff are expected to model this as good and accepted practice. At the start

of the day, children enter school between 8:40-8:50am and are expected to start work straight away with key skills being on the interactive whiteboard. At the end of the day, children in Rec-Y4 leave through their classroom doors whereas children in Y5-Y6 will be brought out to the playground in a line by the class if they are getting picked up. Children in Y5-Y6 who have permission to walk home alone will leave first. The teacher or teaching assistant will dismiss the children as parents/carers arrive.

Lunchtime Behaviour:

There are routines established for how the children enter the dining room, how they collect their lunches and drinks and how they sit to eat their lunch and dispose of trays and cutlery when finished.

Children are reminded of these routines through classroom discussions and phase assemblies as well as by the mid-day assistants on duty in the hall:

- Line up sensibly and wait your turn
- Say please and thank-you
- Talk quietly to your friends using a dining room voice
- Put your hand up if you need help
- Take your trays to the cleaning area
- Leave the dining hall sensibly and walk to the playground

Reception teachers take their classes for lunch at 11:30am and support them in the dining hall while they eat. Y1, Y2 and Y3 follow at 11:45am, 12:00pm and 12:15pm respectively. The class teacher is expected to take their class to the hall for lunch and reinforce lunchtime procedures. Other year groups are brought into the hall by the mid-day assistants when it is their turn for lunch on a rolling rota, and they follow general routines for moving around the school. If there are any behaviour issues or incidents, the mid-day assistant is expected to deal with it in the first instance and feed back to the class teacher at the earliest convenient time. The routine for the end of lunch time is that the whistle is blown once, children stand still. It is blown again and all playground equipment is put back where it belongs and children walk sensibly to their class line and line up quietly. The whistle is blown a third time and by this point all children should be standing silently in a straight class line. The mid-day assistants wait with the children until they are taken into the school by the class teachers. Class teachers should arrive promptly to take their class into school.

Playground Behaviour

Children are expected to follow the rules during playtime as they are in class. Any issues relating to behaviour at playtime should be dealt with by the staff on duty. Where an issue is more serious, it should be reported to the class teacher, and it should also be recorded in the class behaviour book. The routine for the end of play time is that the whistle is blown once, then children stand still. It is blown again, and all playground equipment is put back where it belongs. Children then walk sensibly to their class line and line up quietly. Class teachers arrive promptly to take their class into school.

Classroom Behaviour:

Members of every class have worked together to identify a set of class rules. Each class has their own set of rules displayed within their classroom; these rules work alongside the school rules. Teachers and children discuss these rules, why they are important and how to follow them, sharing positive examples and discussing rewards and sanctions within the class. If children do not make appropriate choices, staff follow the hierarchy of intervention to support the development of positive behaviour. If the child requires further support, the parents will be consulted to agree to a behaviour support plan being implemented. Children who continually make inappropriate choices in

their behaviour or have special or additional needs may also require an individual behaviour support plan. For pupils who have a behaviour plan, it is important that the steps and strategies identified on their individual plan are followed consistently. In some cases, depending on the severity of the incident this hierarchy may be overridden.

Fixed-term Suspensions and Permanent Exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, called *Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement: Guidance for maintained schools, academies, and pupil referral units in England*. We refer to this guidance in any decision to exclude a child from school. Only the Head of School (or the acting Head of School) has the power to exclude a child from school. If the head of school excludes a child, he or she informs the parents immediately, giving reasons for the exclusion. At the same time, the Head of School 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.

Drug/Alcohol and Weapon-Related Incidents

It is the policy of this school that no child should bring any drug, legal or illegal, or potential weapon to school. The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. Knives and other potential weapons must never be brought to school. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances/potential weapons into school for the purpose of misuse may be sanctioned with by a fixed-term exclusion. If the offence is repeated, the child could be permanently excluded, and the police and children's services may be informed. If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.

It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the head of school. If the offence is repeated, the child will be permanently excluded. If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed. If a child brings a potential weapon into school, parents will be informed and asked to attend school to discuss incident and collect item.

Bullying

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. We do everything in our power to ensure that all children attend school free from fear. Please see Anti-Bullying policy.

Positive Handling and the Use of Reasonable Force

‘All school staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline in the classroom.’ Ensuring good behaviour in schools – a summary - DfE 2012

Staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain

Pupils July 1998. Staff only intervene physically to restrain children where incidents are in line with government guidelines on the restraint of children. Any restraint is recorded in line with government guidelines and reported immediately to the head of school or senior member of staff if unavailable. A number of staff are trained in positive handling “Team Teach” strategies to support appropriate use of reasonable force.

Monitoring and Review

The head of school monitors the effectiveness of this policy on a regular basis. He or she 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 concerning incidents of misbehaviour. The class teacher records incidents in a class behaviour book: this will also include when a child has been sent to a partner class or phase leader. Senior leaders record those incidents in which a child is sent to him/her because of poor behaviour. More serious behaviours and those where child-on-child abuse has taken place or discriminatory behaviour has occurred will be recorded on CPOMs.

The Head of School keeps a record of any child 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. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance The Duty to Promote Race Equality: A Guide for Schools, and that no child is treated unfairly because of race or ethnic background.

This policy is reviewed annually; however, it may be reviewed earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

The policy should be read in conjunction with other relevant policies developed within the school:

- Anti-bullying Policy
- Safeguarding Policy
- Attendance Policy
- SEND policy