GET U STARTED TRAINING

Name Of Policy	Behaviour
Review Committee	Board of Trustees
Last review date	January 2020
Next review date	January 2021

GUST Behaviour Policy

Values and Principles
"At GUST, our purpose is to meet the individual needs of each pupil through a quality, stimulating curriculum in a caring, secure environment where we all work together and everyone is valued."

Aims
- To provide for staff, parents/carers, pupils and trustees a clear understanding of the school's approach to behaviour management;
- To provide staff and pupils with a framework of behaviour management in which they can function in a secure and happy manner;
- To provide a safe and secure environment for staff and pupils based on high standards of care and control;
- To ensure consistency of approach by all staff towards managing the behaviour of pupils.
- To encourage children and staff to be sensitive to the needs and feelings of others and show respect for diversity;
- To reinforce, recognise and, reward, appropriate behaviour;
- To encourage pupils to develop an awareness of:
  - The effects of their behaviour on themselves and others;
  - The responsibility they have to make decisions in relation to their behaviour and the subsequent consequences of these decisions;
  - Their role as a member of a community within which respect for others is at the core.
- To fulfil all legal requirements.

Rationale
Children need to learn to work, play and co-operate with others; they need to be able to establish effective relationships with other children and adults beyond their family within a whole school and wider community. All staff have a duty and a responsibility to consistently promote appropriate behaviour at all times. We believe that well motivated, secure, confident pupils encouraged by praise and reward will learn to demonstrate acceptable behaviour and positive attitudes to learning. We also believe that staff, pupils, parents and carers can work together in the best interests of the child to establish and maintain positive behaviour and ultimately demonstrate self-discipline. At GUST School we believe in the importance of early intervention and support for pupils and families. We believe all school staff should model positive behaviours. Pupils are more likely to accept our school's code of behaviour if it is clearly understood, consistently and fairly applied, and shown to be reasonable, sensitive and effective. Effective behaviour management requires that agreed policies are followed by all staff.

The powers within this policy are at the discretion of the Headteacher.

Our behaviour policy includes:

- A consistent approach to behaviour management, teaching and learning;
- School leadership;
- Classroom management, learning and teaching;
- Rewards and sanctions;
- Behaviour strategies and the teaching of good behaviour;
- Staff development and support;
- Pupil support systems;

- Liaison with parents and other agencies;
- Managing pupil transition;
- Organisation and facilities.

The policy includes guidance on the schools statutory powers in managing behaviour:

Pupil's conduct outside the school gates
School will implement sanctions where pupil behaviour outside the school gates effects the school's reputation or behaviour within school.

Confiscation of inappropriate items
School have power to search and confiscate banned items and will confiscate them in line with the procedures set out in this policy.

Power to use reasonable force
Reasonable force will be used where pupils are at risk of injuring themselves, others, school property or infringing the right of other pupils to learn.
Each of these areas are explained in more detail in the following guidelines and appendices.

SECTION 1
A consistent approach to behaviour management, teaching and learning

We aim to identify the needs of pupils prior to admission. However, in the first few weeks the pupil attends GUST we work through the stages of induction, as follows:

- During the induction process we will talk to the pupil to gain their views and identify their likes and dislikes and assess their needs;
- We will talk to parents to obtain any relevant information, including early development and behaviour;
- We will offer a home visit and a school visit;
- Baseline assessments will be collected for literacy, numeracy, communication and other assessments where appropriate;
- For most pupils in our school, the key to making academic progress will depend very much on overcoming barriers to learning that are associated with communication, social and emotional development and behaviour;
- We believe consistent experience of good teaching, and learning, engages pupils so helping to reduce instances of negative behaviour. The consistent application of positive behaviour management strategies enables pupils to understand the school's expectations and allow staff to be mutually supportive.

As a school we will:

- Assess staff needs and build into staff induction and Continuing Professional Development (CPD) programmes specific opportunities to discuss and learn about behaviour;
- Ensure staff follow through issues with pupils indicating what must be done to improve behaviour;
- Identify the specific needs of pupils to support those who have learning social, emotional and behavioural difficulties or are experiencing difficulties out of school and agree common ways of managing and meeting their needs;
- We will identify the most effective support for pupils and families through a personalised learning approach and early intervention;

- Offer additional intervention as a therapeutic approach to emotional issues for pupils in crisis;
- We will use 'in print' to produce pictorial and signing systems to support communication and organisation, including visual contracts, reward charts, visual timetables
- Ensure that senior managers regularly walk the building, going into classrooms and assessing how well staff are consistently applying the school's policies on behaviour improvement;
- Ensure that staff discuss with parents the schools concerns and agree a common way of working to help pupils make improvements to their behaviour;
- Establish the best way of communicating with parents and provide regular feedback on the progress being made.

It is vital this occurs as consistent application for the policy is to be valued.

SECTION 2
School leadership

Effective leadership in school is central when creating a climate of security and good order that supports pupils in managing their behaviour. The leadership team and Trustees have a critical role in identifying and developing values and expectations that are shared with, and accepted by, pupils, parents and staff on a yearly basis. For the behaviour policy to be effective it needs to be understood and applied consistently by all staff. The leadership team have a responsibility to 'lead from the front,' however leadership to support positive behaviour must be shared across the whole staff, including classroom teachers and support staff.

Parents have a responsibility to support the high expectations of the school. The Trustees, also, play a pivotal role in monitoring and supporting the policies adopted.

As a school we will:

- In partnership with parents, set high expectations for pupils and staff in all aspects of the school's life and show how they are to be met. For example:
    - By clear codes of conduct
    - By guidance on how to improve their work
- Ensure senior leaders use opportunities such as pupil meetings and assemblies to articulate their expectations and reinforce them by their visibility around the building during the day;
- Ensure senior leaders model the behaviour and social skills they want pupils and staff to use;
- Ensure staff are sufficiently trained and supported and know how to exercise their individual responsibility in the implementation of the school's behaviour policy;
- Recognise that leaders at all levels require training if they are to act as mentors to less experienced staff.

SECTION 3
Classroom management, learning and teaching

Schools must ensure an appropriate curriculum is offered, which is accessible to pupils of all abilities and aptitudes.

As a school we will –
- Ensure all staff follow the behaviour code and apply agreed procedures;
- Plan lessons well, using strategies appropriate to the ability of the pupils;
- Use commonly agreed classroom management and behaviour strategies such as a formal way to start lessons. This could include where appropriate: all pupils being greeted by the

door, brought into the classroom, formally welcomed, asked to sit and the teacher explaining the purpose of the lesson;

- Offer pupils the opportunity to take responsibility for aspects of their learning, working together in pairs, groups and as a whole class;
- Use Assessment for Learning techniques, such as teacher feedback, peer and self-assessment, to increase pupils' involvement in their learning and promote good behaviour;
- Collect data on pupils' behaviour and learning and use it, for example, to plan future groupings and to target support on areas where pupils have the greatest difficulty;
- Ensure that where appropriate all teachers operate a classroom seating plan. Educational research shows that where pupils are allowed to determine where they sit, their social interactions can inhibit teaching and create behaviour problems;
- Ensure teachers build into their lessons opportunities to receive feedback from pupils on their progress and their future learning needs;
- Recognise that pupils are knowledgeable about their school experience, and have views about what helps them learn, and how others' poor behaviour stops them from learning;
- Plan extension work carefully and set it early in a lesson so that all pupils have a clear understanding of what is expected of them.

SECTION 4
Rewards and sanctions

Our aim is to provide a range of opportunities in which pupils can excel and be rewarded supported by a practical set of sanctions that deal appropriately with negative behaviour. Praise and positive statements about the pupil, their ideas and actions is used to motivate and encourage whilst at the same time pupils are regularly made aware of sanctions that may be applied for negative behaviour. Sanctions will be applied where the pupils conduct falls below that which could reasonably be expected of them. Sanctions can only be applied by a paid member of staff, while on the school premises or in the care of the member of staff e.g. on a school trip, and must be reasonable in accordance with, Special Educational Needs, race and other equalities and human rights.
At GUST School we strongly believe that children who feel secure, valued and for whom we care will have greater opportunity to work to their full potential. We value all children as individuals and aim to help them grow in confidence and independence, developing respect, understanding and a caring attitude towards themselves and other people. We provide a rewards and sanctions system that is clearly understood and valued by pupils and consistently applied by all school staff. Behaviour is managed by a staged process.
Rewards and sanctions should be implemented to reinforce positive behaviour.

Rewards

- Smiles, acknowledgement, verbal praise and recognition verbal praise;
- Verbal or written feedback on work or activity;
- Choice of practical activity when work is completed;
- Reward points following each lesson for appropriate behaviour, effort and achievement;
- Extra points can be given for any positive behaviour;
- Good work and effort shared with other staff;
- Learner of the week, Handwriting of the week, Top Construction Pupil, Top Functional Skills etc;
- End of week learner meeting for public recognition of good work, effort and achievement – pupils are encouraged to discuss any issues/challenges;

- Extra responsibilities in school and in the classroom;
- Contact home by telephone call;
- Out of school activities;
- End of term visits;
- End of year awards ceremony, conducted by the Headteacher.

Sanctions

- Quiet room used appropriately to diffuse situations.
- Abusive swearing will not be tolerated. A warning will be given and then reward points lost or minute will be lost from Golden Time (primary);
- Inappropriate behaviour (primary)- 3 warnings, no change; will result in 1 minute off their time e.g. choice time, playtime. Time is lost progressively with a record kept in the class book. If time is lost frequently then other strategies may be put in place. As follows:-
- Pupil out of class as work avoidance should be limited and work completed in catch up afternoons and Fridays.
- Time taken from Golden Time (primary), reward points lost or internal exclusion for physical aggression directed toward others. Discussions will take place between staff and pupil, or in more serious incidents, parents/carers.
- Pupils may work with or have discussions with other staff.
- Pupils may be removed from activities. Sanctions and actions or outcomes should reflect natural consequences.
- Loss of points for destructive/aggressive behaviour.
- No points awarded if classwork not completed.
- Contact home by letter or telephone call.

Rewards and sanctions will be progressive and reflect the behaviour. We ask and support our pupils to take small steps towards changing their behaviour but **we also** need to adapt our approach to help bring about that change and the first step towards this is to ensure that the pupil experiences quality relationships with the staff who are working with them.

As a school we will:

- Have a wide range of appropriate rewards and sanctions and ensure they are applied fairly and consistently by all staff;
- Ensure systems identify which matters should be dealt with by classroom staff and those which require referral to a more senior member of staff. Matters of concern should be reported to senior staff.

SECTION 5
Behaviour strategies and the teaching of good behaviour

Understanding how to behave has to be taught. Our school adopts procedures and practices that help pupils learn how to behave appropriately. Appropriate behaviour must be modelled by adults in their interactions with pupils. We are aware that there are many policies and practices to develop appropriate behaviour in the early years of education that are applicable to older pupils. It is important that we recognise stages of development and build on the skills pupils have developed. We recognise that children learn respect by receiving it. How staff speak to pupils and praise them helps motivate them to do well. By not taking account of pupils' prior learning, we can inadvertently de-skill and de-motivate our pupils.

As a school we will:

- Ensure all staff understand, and use consistently, the behaviour management strategies agreed by the governing body.
- Use pupil tracking systems to identify positive and negative behaviour. An effective policy and practice is based on accurate information;
- Ensure all staff and pupils joining the school are given clear guidance and use the school's systems and its expectations for behaviour;
- Use materials to develop pupils' emotional, social and behavioural skills. This involves:
    - Developing and using a common language to describe behaviour;
    - Agreeing with staff how they will teach pupils to manage strong feelings, resolve conflict, work and play cooperatively and be respectful and considerate;
    - Identify additional individual and small group support and intervention for pupils for whom it would be of benefit.

SECTION 6
Staff development and support

As a school we know that all staff should be equipped with the skills necessary to understand and manage pupil behaviour effectively. Training and coaching are both vital elements of a high quality professional development programme.

As a school we will:

- Provide regular opportunities for all staff to share and develop their skills in promoting positive behaviour;
- Monitor the effectiveness of the behaviour management techniques used by the school as part of the school performance management system;
- Ensure that all staff joining the school receive induction training. This need applies equally to Newly Qualified Teachers, senior managers and experienced teachers from other schools whose needs are often neglected, and support staff;
- Create opportunities for staff to learn from the expertise of others in dealing with pupils whose behaviour is challenging.

SECTION 7
Pupil support systems

We believe it is important for schools to have effective support and early intervention systems.
As a school we will:

- Recognise that a good pastoral system involves teachers and support staff;
- Ensure that all staff :
  1. Have appropriate time to carry out their task;
  2. Are appropriately trained;
  3. Have adequate administrative support;
  4. Have access to specialist support e.g.
     - Educational psychologists
     - Education Welfare Officers
     - Child and Adolescent Mental Health Services
     - Speech and Language Specialists
     - Locality Inclusion Support Teams
     - Targeted Youth Support Teams

- Recognise that pupil support is not just about behaviour. We believe good pastoral support is concerned with academic attainment and developing pupils' ability to become good citizens;
- Ensure that all staff understand and are responsive to the needs of particular groups within the school and wider community.

We recognise that children should feel safe, be healthy, and enjoy and achieve in school. This cannot take place in a climate that allows bullying, harassment and oppressive behaviour to flourish.

As a result as a school we will:

- Regularly make clear to pupils, parents and staff, that bullying, harassment and oppressive behaviour in any form is totally unacceptable and will not be tolerated;
- Ensure that bullying, harassment and oppressive behaviour is responded to appropriately and dealt with immediately;
- Have appointed a range of support staff to work with parents and carers, allowing for early intervention and support when problems arise;
- Children with SEN and vulnerable groups need to be taught assertiveness and have regular reminders of the procedures to report any concerns of their safety and well-being. This particularly applies to E Safety and Cyber Bullying.

SECTION 8
Liaison with parents and other agencies

We firmly believe we must work in partnership with parents and carers on all aspects of a pupil's education including their behaviour. We accept that good liaison takes time, is demanding and requires resources. We are highly active in establishing these links and forging positive relationships with parents and carers. We ensure we evaluate our contact with parents and carers to build upon good practice identified and amended as appropriate.

As a school we will:

- Ensure that staff and teachers are trained, so that they are welcoming, and have the skills to deal with difficult parental conversations;
- Have clear and well understood procedures in place for dealing with and responding to distressed and angry parents;
- Ensure staff receive professional external training, from local authorities or other agencies, in managing and dealing with people's anger;
- Ensure parents and carers hear from the school when their children are doing well so that the first contact is positive. There is a greater willingness to work with the school when the parent believes the school has the pupil's best interest at heart;
- Allocate sufficient resources to allow the school to communicate effectively with parents;
- We are aware our parents too must behave appropriately towards school staff. Although abusive and intimidating behaviour can come about through frustration, we will take legal advice as appropriate as such behaviour is not acceptable and cannot be tolerated;
- We recognise the importance of a multi-agency approach for pupils and families. We will attend meetings held by other agencies and hold regular Team around the Family meetings where there are concerns with a pupil's health, well-being and behaviour;
- Any concerns about pupil safety must be reported to the person responsible for safeguarding. Staff, pupils and volunteers may be asked to record concerns regarding observations and behaviours.

SECTION 9
Managing pupil transition

We are aware pupils find moves between schools and key stages unsettling and provide appropriate support and guidance whether they start at the beginning of a school year or depart or arrive part way through.

As a school we will:

- Ensure that teachers receiving a new pupil or new class are given appropriate information to help the teacher plan work and manage the class (if provided);
- Ensure the class teacher receives assessment/ information (if provided) and can build on the social, emotional and behavioural skills already developed by previous teachers or schools. We recognise that change causes anxiety and if not carefully managed can adversely affect pupils' motivation, attitude, attainment and behaviour;
- Work closely with pupils, parents/carers and other schools at transition to reduce this stress;

- Manage the issues related to transition through a clear induction process often beginning even before the pupils attends our school and continuing throughout the first weeks in school;
- Ensure pupils support each other;
- Ensure we work with other schools through transition periods and meet with staff who will be supporting the pupil through the transition to or from our school and share information which will help support the pupil;
- Ensure pupils are given support throughout the transition process. For example:
    1. Visits to receiving class or school
    2. Transition books, photographs and resources
    3. Individual support to manage change

SECTION 10
Organisation and facilities

We are aware that the school ethos is communicated in actions as well as words. Pupil's attitudes can be positively or negatively influenced by the ambience of the schools physical elements as well as the personal interactions with staff.

As a school we will:

- Recognise that positive behaviour and learning are improved when pupils and staff enjoy an attractive, clean environment and therefore ensure we keep repairs and maintenance up to date;
- Ensure that when graffiti/mess occurs it is cleaned up immediately;
- Ensure the toilets are clean throughout the day, have soap/paper towels;
- Ensure that social areas in the school are identified and seating provided to encourage pupils to interact;
- Ensure that pupils are supported in play activities at lunch and break times;
- Create a welcoming and comfortable area where parents can be received.

SECTION 11
Pupil Behaviour Outside of School Premises

Teachers have a statutory power to discipline pupils for misbehaving outside the school premises. They may discipline a pupil for:

Any misbehaviour when the child is:
- Taking part in any school-organised or school-related activity or
- Travelling to or from school or
- In some other way identifiable as a pupil at the school.

Misbehaviour at any time, whether or not the conditions about apply, that:
- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school.

Discipline will always be carried out in accordance with the staged sanctions laid out in this policy, unless there is increased risk to pupils or staff and swifter action may be taken.

While on offsite visits the lead member of staff will have briefed the team on expectations of behaviour and procedures for managing hazards and risks caused by inappropriate behaviour. On occasions the school may deem another agency more appropriate to deal with the incident or issue e.g. police.

SECTION 12
Confiscation of inappropriate items

If staff suspect there a pupil is in possession of a prohibited item as set out in the table below, the actions will be carried out.

Items banned in the school rules	Procedure after confiscation
electronic equipment which have not been agreed to be on person must be stored in the school office	Held until the end of the day and then returned to the pupil

Prohibited items	
Knives and other weapons	Disposed of by the school unless it is believed to be illegal – police involvement
Alcohol	Poured down a sink or returned to parents
Controlled drugs	Handed over to police
Other substances not believed to be controlled drugs	Handed over to police
Stolen items	Handed to police if of high value Returned to the owner where of small value
An article that a member of staff reasonably suspects has been, or is likely to be used to commit an offence or cause personal injury to, or damage to the property of, any person in school	Returned to parents Handed to police if offence committed

Should the school have concerns in line with the table below about any data or files on a confiscated device they may examine it and may erase said data or files. Again this should be carried out with the pupil present and in the presence of another member of staff.

Data or files which could be searched for	Procedure if found
Indecent pictures that may cause harm or offence to others in the school community	Files deleted and device returned to pupil at end of school day - Police if necessary.
Information relating to illegal activity in school	Device handed to police
Photographs of staff members or other pupils	Files deleted and device returned at end of school day

SECTION 14
The use of reasonable force

Schools have a legal duty of care for all their pupils. Where a pupil is creating a situation where they are threatening the well-being of other pupil's reasonable force may need to be used to control or restrict movement. It will only be used as a final option. Staff will always try to intervene verbally, using de-escalation techniques, before using reasonable force. Where staff fear for their own safety and the pupil is not responding to a verbal request, help should be sort before intervening.

Reasonable force can be used to prevent pupils –
- from hurting themselves or others,
- causing damage to property or
- causing disorder within the class or school grounds.

In our school we will use reasonable force to –
- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil;
- to stop a fight in the playground;
- use physical intervention with a pupil at risk of harming themselves through physical outbursts and lack of self-control.

Staff are trained to use a range of de-escalation strategies and proactive interventions, to minimise the use of restrictive physical intervention. Staff will use a supportive attitude and approach – an empathic, non-judgemental approach attempting to alleviate anxiety. Containment is particularly important. Dangerous or socially unacceptable behaviour needs to be stopped. The situation must be made safe for the child, for other children and for the adults involved.
- Where pupils have a consistent lack of self-control, acting out and demonstrating risk behaviour, a risk assessment and behaviour plan will be shared with those involved with the pupil.

- Where physical intervention has been used, parents will be informed and an incident form completed. Incident reports will always be signed by the HeadTeacher

All complaints about the use of force will be thoroughly, speedily and appropriately investigated in line with the schools complaints policy. The onus is on the person making the complaint to prove that their allegations are true and not the member of staff to show they acted reasonably. Suspension is not an automatic response to a complaint being made.