

Policies & Procedures:
Behaviour Policy



Promoting Positive Behaviour

The ethos of the school is based on the expectation that all members of the community will treat each other with consideration and respect. We actively promote courteous and positive behaviour and while we expect good manners, we do not demand excessive formality.

Where children do not meet the high standards we expect of each other at Gateway a range of sanctions are used, details of these, including exclusions are included in this policy.

Staff Responsibilities

The members of staff are roles model for the children and should promote positive behaviour by contributing to an environment where children feel appreciated and gain a sense of belonging to the school community. This is achieved by:

- Making children aware of their expectations
- Addressing children by name and making eye contact
- Being approachable (without being overly familiar)
- Encouraging and praising where appropriate
- Diffusing any negative behaviour
- Promoting good manners in words and deeds
- Being aware of and sensitive to the needs of others
- Encouraging a community spirit
- Acknowledging the achievements of others, both in and out of school

Expectations of children

Positive behaviour is implicit throughout the curriculum.

- This is reinforced through literacy with books and stories, assemblies and the example set by the staff.
- Staff shake hands with the children twice a day.
- Children are encouraged to develop a positive work ethic and to take ownership of their own learning where possible. This is reflected in positive comments in their books and outstanding work is also commented on in their home/school books or planners.
- Progress is reported to the parents through consultations, reports and in the Gateway newsletter.

Community Awareness

The importance of the individual child is recognised as well as raising an awareness of community, both as a school and as part of the wider community. This is done firstly by involvement with the local community of Great Missenden, e.g. library, Great Missenden hall, the church, etc., and additionally through fund raising for various charities and visits to different museums, galleries and places of interest.

School Council

The school council encourages the children to recognise their role in creating a positive, thriving school environment. The members are democratically elected and meetings are held 2 or 3 times a term to discuss various issues that affect the school community e.g.

playground, behaviour, etc. The children can feed their ideas to the school council and so develop their feelings of ownership of the school in general.

Several changes have been made as a direct result of consultation with the children, parents and the school council. These include lunches, guidelines for behaviour around the school and at break times, game stops and the introduction of a buddy bench.

School strategies for promoting positive behaviour – celebrating achievements

The school does not overly quantify the positive behaviour – courtesy and progress are their own reward. However, we do celebrate achievements, both in work and behaviour. This is done through a number of avenues:

- Achievement assemblies – at least once a term
- Display boards throughout the school
- Pastoral time – circle time for the juniors, PHSE/tutorial time for the seniors
- Final assemblies at the end of each term
- Presentations – all children are involved
- Leavers evening when the whole year group (years 6 and 7), as well as each individual child, participate in a celebration of their time at Gateway. One of the cups presented is specifically awarded for courtesy.

The ethos of the school emphasises the importance of independence and self-discipline. Staff encourage children to focus on their own improvement through guidance from their teachers/tutors and in line with the individual targets set for them. Consequently the school does not quantify achievement by merit or any other type of mark as this can encourage children to compare themselves negatively with their peers.

Dealing with inappropriate behaviour

In dealing with this behaviour it essential that vulnerable children are recognised. The type of behaviour should be identified and whether or not the behaviour is an isolated incident or a persistent problem. The SMT and the special needs department are available to deal with any issues as they arise.

Raising a concern

Weekly staff meetings allow staff to monitor behaviour. Children who are new to the school are monitored closely during their first term to ensure that there are no problems. At any time a member of staff should share concerns about inappropriate behaviour with a member of the SMT.

Children should report any wrong doing to the class teacher/tutor or the playground supervisors. It is important that the staff encourage the children to resolve any petty grievances and the children in dispute should speak face to face with an adult present to mediate where necessary.

Behaviour in the classroom

Staff should make children aware of their expectations and the areas of behaviour which are considered inappropriate. Children should be reminded of these on a regular basis.

As a guideline the child/children concerned should be given 3 warnings for inappropriate behaviour

- On the first warning the member of staff should indicate that they have noticed the inappropriate behaviour and what this entails
- The second warning should indicate that there will be consequences should the behaviour continue
- At the third warning the member of staff will put the consequence in place – see sanctions. For younger children these may be modified as considered appropriate by the member of staff.

In the Playground

The procedure for the playground mirrors the three warning guideline for the classroom, i.e.

- Verbal warning
- Sit on the bench for 5 minutes
- Sent to the study.

Serious Incidents

There are some incidents where no warning is needed as they are clearly unacceptable. These include all incidents where the behaviour of a child could have a negative impact on the physical and/or mental well being of another. This could include:

- Physical aggression
- Verbal aggression
- Bullying
- Bringing drugs into school

If the child is in the EYU or it is a serious incident the class teacher and/or the school nurse should inform SJW. The information should then be passed on to the parents.

Sanctions

If a sanction is deemed appropriate then this should be appropriate to the nature of the behaviour. Depending on the nature of the behaviour(s) the following methods of intervention may be used. The child should be aware of the course of action and the reasons why these decisions have been taken.

- loss of lunch / breaktime privileges
- detention
- daily / Head teacher's report
- removal from class/group
- withholding participation in sports or out of school activity (if not essential part of curriculum)
- parents informed
- counselling / instruction in alternative ways of behaving
- fixed periods of exclusion, internal or external
- permanent exclusion (in extreme cases which may involve violence)

Preferred sanctions are those that have a community benefit, e.g. lost property, helping with lunch duty, or help the child come to an appreciation of the unacceptable nature of their behaviour. Subject related work should not be used as a sanction.

Corporal Punishment and Restraint

In accordance with the law there is no corporal punishment allowed by the school. However any member of staff may use reasonable force to prevent a pupil from causing personal injury or damage, including to themselves.

Links to other Policies

Exclusions Policy

Monitoring and Review of this Policy

The Headteacher and the Assistant Headteacher (Pastoral) will review this policy on an annual basis