



# BEHAVIOUR POLICY

THIS IS A WHOLE SCHOOL POLICY WHICH APPLIES TO EYFS, JUNIOR AND SENIOR SECTIONS OF THE SCHOOL.  
THIS POLICY CAN BE FOUND ON THE SCHOOL WEBSITE AND IS ALSO AVAILABLE ON REQUEST FROM THE SCHOOL OFFICE.

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# CONTENTS

1. Junior School (Nursey - Year 2) .....	2
1.1. Golden Rules .....	3
1.2. Rewards used are: .....	3
1.3. Support Systems .....	4
2. Senior School (Year 3 to Year 6) .....	4
2.1. Rewards .....	4
2.2. Poor Behaviour and Sanctions .....	4
3. Referral to Senior Leadership .....	5
4. Report Card .....	6
5. Suspension or Exclusion .....	7
6. Quick Reference Guide to Forbidden Items .....	7
7. Mobile Phones and E-Safety .....	8
8. Appendices .....	8

# BEHAVIOUR POLICY

The behaviour of children at Gayhurst is integral to their development and wellbeing at the school. The school has high expectations of all pupils and seeks to reward positive, kind and well-mannered behaviour on a consistent and regular basis.

The aim of this policy is to promote good behaviour and respect within the school, explicitly stating the standards expected from children and what reward and sanction systems are in place. This policy supports the school aims and ethos, helping to instil the following values in its pupils:

- An enthusiasm and thirst for learning (curiosity) and appreciation that it is a continuous process
- Flexible and adaptable minds - to acquire and apply knowledge, skills and understanding in different contexts and be able to solve problems
- To show empathy, care and consideration for others as well as themselves
- The emotional strength to cope with adversity through persistence, resilience and development of a growth mindset - responding positively to failure and setbacks
- Leadership and teamwork - to collaborate, inspire and support one another
- Independence - to be self-motivated and able to act on their own initiative
- Confidence and self-discipline.

Gayhurst School acknowledges its legal duty under the Equality Act 2010, in respect of safeguarding and pupils with special educational needs.

This policy has been developed in consideration of the non-statutory advice provided in 'Behaviour and Discipline in Schools' (2016)

Good behaviour is to be promoted at all times. This policy should be read together with the school's Anti-bullying policy, Internet, Equal Opportunities and Special Educational Needs and Disability policies.

Throughout the school children are expected to:

Be kind to others  
Be gentle  
Show good manners  
Be sensitive to other people's feelings  
Be honest  
Be thoughtful in behaviour

Gayhurst school prohibits the use of corporal punishment. Corporal punishment is neither used nor threatened at Gayhurst.

## 1. Role of Staff

It is expected that staff at Gayhurst School have the highest expectation of children's behaviour and are seen to be role modelling positive behaviour at all times. As a member of the staff team, it is expected that positive reinforcement is used consistently throughout the school and rewards given where appropriate.

If a child's behaviour becomes physical or abusive, staff are able to 'use reasonable force' to either restrain a child or keep them from causing injury to themselves or others.

Staff who accompany children off-site, should refer to the Trips & Visits Policy, along with risk assessments for the different travel arrangements.

## 2. Junior School (Nursery - Year 2)

Children are praised and rewarded for good behaviour in a variety of ways. The Golden Rules underpin the behaviour policy of the Junior School and are rewarded upon accordingly.

### 2.1. Golden Rules

- be gentle
- be kind
- be honest
- work hard
- look after property
- listen to people

The following systems are used to encourage good behaviour and positive attitudes to learning:

### 2.2. Rewards used are:

- Badges awarded in assembly for good conduct and citizenship weekly
- Golden time
- House points
- Postcards home
- Stickers
- Stars
- A variety of stamps
- Cup for kindness (end of each term in Year 2)

The class teacher deals with behaviour and the appropriate action taken. Play time incidents are dealt with by the teacher on duty. These are reported to the class teacher. **Consequences** are needed to discourage unacceptable behaviour and to ensure the safety of other children and staff. All staff should ensure that the punishments are proportionate to the offence and that they are constructive, enabling children to make reparation. These might include:

- 'time-out'
- Loss of break time
- 'clouds' (Nursery and Reception only)
- Loss of Golden Time

Parents are informed in more serious cases. Occasionally it may be necessary for the Assistant Head of the Junior School to contact the parents.

As in the Senior School the Headmaster reserves the right to suspend for a fixed period or exclude permanently a pupil for extreme bad behaviour such as persistent disruption, malicious or anti-social behaviour. In such instances the Chair of Governors is always informed.

### 2.3. Support Systems

To help some pupils achieve a certain level of behaviour or improve their attitude to work, they may be given support systems which are put in place when a child needs guidance and support to manage their behaviour. These might include target books or specific guidance for key staff. These systems will be drawn up with the parents/children/class teacher.

## 3. Senior School (Year 3 to Year 6)

The children's code of conduct states that behaviour towards others should include:

- Show good manners and courtesy at all times.
- Be kind to other pupils, especially younger pupils.
- Treat others as you would like to be treated.
- Bad language is never appropriate.
- Personal property should only be touched by its owner.

### 3.1. Rewards

House points (positive reinforcement) can be awarded to a pupil by any staff member for good conduct/behaviour. The member of staff initials the relevant box in the children's Prep Diary and can make comment on reason if appropriate. The acronym of MAGIC (see appendix) is used for the award of House Points. If a child receives a house point in each of the sections, they receive a weekly MAGIC certificate in assembly. If the reward is deemed worthy of more than one House Point, then a postcard home may be written as a reward and note the positive action.

House points are collated weekly by Form Tutors and entered onto the school's management information system. The Deputy Head totals these and calculates an average per pupil in House groupings, which are reported to children weekly during assembly and displayed on the notice board. At the end of each term, the winning house is awarded a 'Prize Activity' as a reward for their efforts.

Acts of kindness and good manners are nominated each week to the Head Boy and Girl. They present weekly awards in assembly from these nominations.

Commendations are awarded half-termly to children for their endeavour in each class. Three or more subject awards result in the certificate being presented in assembly by the Headmaster; all commended pupils receive their Commendation certificate either in assembly or via a senior member of staff.

### 3.2. Poor Behaviour and Sanctions

Most poor/inappropriate behaviour can be dealt with on the spot by any teacher, either in the classroom or outside. However he/she may deem it necessary to inform the Form Teacher. Depending on the seriousness of the incident it may well be passed on to the Head of Junior School, Head of Middle School or the Deputy Head. It should by this time have been recorded in the pupils' homework diaries and the behaviour log, which is on the school's MIS. The case may then be taken further by informing parents, the use of Report Card and/or taking the case to the Headmaster.

There are however, pupils whose needs and circumstances must be taken into account when implementing the school's behaviour policy. There are pupils with Special Educational Needs [SEN] or disabilities and other groups defined by Ofsted as at risk within the education system. This also includes pupils in minority ethnic or faith groups, pupils who need support to learn English as an additional language [EAL], sick children, children from families under stress and any other pupils at risk of disaffection or exclusion. Pupils in all these groups may at some point require the school to take account of their individual needs and circumstances when applying the school's behaviour policy. This can also be said for circumstantial considerations such as preparation for secondary school transition and outside testing periods.

The following list provides a **guideline** as to the offences and the disciplinary procedure which might be used by staff bearing in mind the above:

Reprimand/Caution (Usually first or second offences):

- Disruptive behaviour
- Failure to bring appropriate books/materials/equipment to a lesson
- Not handing in Homework on time
- Inappropriate language
- Being in an area deemed out of bounds without a member of staff present
- failing to adhere to the Code of Conduct (Appendix A)

#### 4. Referral to Senior Leadership

The following misdemeanours which occur during lesson times, break times or elsewhere should be referred to the Assistant Head Junior School, Assistant Head Senior School or the Deputy Head. These incidents should be recorded on iSams under Behaviour/Reward & Conduct. The following are guidelines as to what should be reported:

1. Persistent lateness to a lesson
2. Persistent disruptive behaviour
3. Rudeness
4. Defacing/damaging school property (any damage must be reported to the Deputy Head; reparation will need to be made)
5. Behaviour which is a danger to others
6. Refusal to co-operate
7. Persistent inappropriate language
8. Persistent teasing/physical behaviour to others
9. Incorrect School Uniform.
10. Being off the School premises without permission.
11. Bringing a forbidden item into school.

Staff may use sanctions such as writing letters of apology, loss of break time, clearing or tidying up, litter collection. The sanction should 'fit the crime' so that offenders are made aware through the sanction given, of the wrong which has been done. Sanctions such as standing outside the classroom or running around the field are inappropriate.

When considering sanctions staff must be aware that punishments which could be construed as personally humiliating are inappropriate and this clearly includes derogatory references especially where any form of discrimination is concerned. Corporal punishment is against the law and any form of direct physical punishment is inappropriate although this obviously does not include tidying, cleaning and sundry similar tasks.

The use of reprimand is always the most effective and this could be underscored at the end of a lesson, activity, break time etc.

Referral to the Form Teacher, Head of Department or a member of the Senior Leadership Team in addition to the reprimand might be necessary.

Depriving children of an activity due to poor behaviour during or prior to that activity might be appropriate.

Repeating or completing academic work during break times due to poor work or attention during lesson times might be appropriate bearing in mind that the child/children must be supervised by a teacher.

Contacting the parents might be necessary. This would usually be by telephone or by a face-to-face meeting. A note in the homework diary might also be appropriate.

A class, year group reprimand might be appropriate and this would normally be carried out by or under the supervision of a member of the Senior Leadership Team.

Verbal apologies and/or letters of apology are eminently suitable for certain misdemeanours.

Instances of anti-social behaviour must be recorded in the behaviour log (which notifies the Deputy Head) so that a record can be kept and a follow-up carried out particularly if there is a pattern or a persistent nature to the entries.

## **5. Report Card**

This is used where a pupil persistently offends. It may also be used where work is poor, either in class or at home or homework is repeatedly not done. There must be evidence to support the use of this procedure.

### **Report Card Procedure**

When a pupil is put on report it is for either persistent misbehaviour in school OR persistent failure to satisfy the staff as far as academic work is concerned OR a combination of the two.

The object of the report system is to monitor the pupil as closely as possible with regard to specific problems.

When the decision is made to put a pupil on report the Deputy Head or Assistant Head Senior School will contact the parents explaining the reasons. They will also explain the report card procedure emphasising the importance of parental involvement. Staff are advised via their regular meetings.

The pupil will present the report card to the member of staff at the beginning of the period. This applies to all academic lessons.

Where breaks, lunches and games/P.E. are concerned the member/s of staff responsible will ask for the report card to be presented to them if there is a problem within that/those period/s.

At the end of the day, before the pupil goes home, the report card will be presented to the Headmaster/Deputy Head/Assistant Head Senior School or Form Teacher depending on the circumstances and who is overseeing the report. At this stage progress and regression will be discussed before it is signed. The pupil will then take the card home daily to be signed by a parent or guardian. This is important because it means all parties are aware of the situation and the steps being taken to remedy it.

At all stages the aims for keeping the report up to date will be on the pupil. Likewise, the pupil is responsible for the condition of the report card itself.

The length of time a pupil is on report might vary. In most cases the report would be for a week. If no progress has been made the report might continue but undoubtedly, in such cases, a discussion with the parents would be in order if not imperative.

The report system, while in essence punitive, is also a means by which extra support can be given to a pupil from staff, parents and senior teachers and it is in this context that it should be viewed.

The completed Report Card must be filed in the Office with a copy in the Pupil's File in the Staff Room.

## **6. Suspension or Exclusion**

The Headmaster reserves the right to suspend for a fixed period or exclude permanently a pupil for extreme bad behaviour such as persistent disruption, malicious or anti-social behaviour. This might also include malicious accusations against staff. In such instances the Chair of Governors is always informed. Exclusion is the final act open to the Headmaster after all other behaviour and support systems have been attempted. Further information and guidance is located in the school's Exclusion Policy.

## **7. Quick Reference Guide to Forbidden Items**

- Watches (except Year 5 and 6)
- Matches/lighters
- Radios/personal stereos
- Knives or bladed articles
- Jewellery (unless on religious grounds) (one pair of plain gold or silver stud earrings are permitted)
- Sweets of any kind - staff must not make use of sweets as a form of reward to pupils. Sweets may be brought to school on the last day of term and only eaten after Final Assembly under the supervision of the Form Teacher or on a birthday and given out at the end of the school day. If a Form Teacher does give permission for this then he/she must be fully aware of which pupils, if any, may have allergies
- Tippex
- Any item which may be damaging to health and safety
- Alcohol and drugs



## **8. Mobile Phones and E-Safety**

A pupil may bring a mobile phone to school if he/she travels on public transport or walking/cycling home. The phone must be handed into the Office on arrival at school and collected on departure.

As outlined in the Internet policy, online behaviour follows the same expectations as in other aspects of school. Children are taught how to behave appropriately both with the use of technology and whilst online. Further details of expectations and actions are outlined within the Acceptable Use Policy and Guidelines for use contained within the Internet Policy.

## **9. Appendices**

### **Appendix A: - Senior School Code of Conduct**

#### **CODE OF CONDUCT**

##### **Around the School:**

- 1: Always stay within school bounds.**
- 2: Listen and react to what your teachers say.**
- 3: Walk (don't run) around the school.**
- 4: Make sure that your uniform is always neat and tidy.**
- 5: Keep money, toys, sweets and drinks at home (unless your teacher tells you otherwise).**
- 6: Hold doors open for adults and other pupils and always allow adults to pass through the doorway first.**

##### **In the Classroom:**

- 7: Have the correct equipment with you.**
- 8: Arrive promptly, settle down quickly, and concentrate on your work.**
- 9: Raise your hand if you wish to speak.**
- 10: Allow other pupils to work without distraction.**
- 11: Stand up when an adult enters the room.**

##### **Behaviour towards others:**

- 12: Show good manners and courtesy at all times.**
- 13: Be kind to other pupils, especially younger pupils.**
- 14: Treat others as you would like to be treated.**
- 15. Bad language is never appropriate.**
- 16: Personal property should only be touched by its owner.**

##### **GOLDEN RULE:**

**USE COMMON SENSE, THINK OF OTHERS AND, IF IN DOUBT, ASK AN ADULT.**

## Appendix B: - House Points

House points awarded in following categories:

**M - Manners**

**A - Academic**

**G - (GRIT) Resilience**

**I - Independence**

**C - Confidence**

If a pupil earns a House Point in all 5 areas during a week, they achieve a 'MAGIC Week' and are presented with a certificate in Assembly.

# Gayhurst@School

Respect each other's  
personal space (2m where  
possible)

Only touch your own  
belongings

Wash and dry your hands  
often (20 seconds)

Listen to adults and each  
other

**Stay safe!**