

THE GATEWAY FEDERATION

BEHAVIOUR MANAGEMENT POLICY - 2015

At the Gateway Federation, staff and pupils work together to create a happy and safe environment for all to work in.

To encourage appropriate behaviour we have school aims (written by the children) that summarise our expectations. These aims are discussed regularly, at least once a half a term, with the children. The aims are displayed in prominent positions in each classroom and around the school.

Positive reinforcement of our expectations will be consistently given and children whose behaviour meets these requirements will be rewarded in a variety of ways. All staff and children are aware of the nature of these rewards.

If the school rules are broken and children misbehave predetermined consequences will be consistently applied. These are made clear to all staff and children. We believe it to be **very** important that any child who has misbehaved is 'removed from reinforcement' so that we do not inadvertently reward bad behaviour.

All children start off the week with a green card. If they keep their green card all week, they can have 15 minutes of Golden Time last thing on a Friday afternoon. If any child misbehaves, they are given a warning. If they continue to misbehave, then they are given a yellow card. They may earn this back with good behaviour. If they misbehave again, and another yellow card is given they cannot earn this one back. If they have one yellow card, 5 minutes is missed from Golden Time on a Friday afternoon. If they have 2 yellow cards they miss all of their Golden Time. If a serious behaviour issue arises a red card may be given this cannot be earned back and the child misses all their Golden Time. Various other consequences may also be given depending on the severity of the behaviours.

If a child keeps a green card all term, a letter is sent home to their parents praising their behaviour.

The partnership between home and school encourages the communication between parents/carers and teachers of any circumstances that may affect a child's behaviour, and these will be taken into consideration as necessary.

Children with particular behavioural difficulties will be identified and in consultation with class teacher, SENCO, the child and the parents, a individual behaviour plan (IBP) will be written. This will be reviewed and revised at regular intervals, as stated on the plan. If appropriate the advice and support of outside agencies will be sought.

Core Values and Beliefs

It is important also to put on record the following core beliefs, values and attitudes that help to define the School.

We value:

- Truthfulness; Hope; Compassion; Trust; Thankfulness; Respect; Courage; Peace
Friendship

We give positive support and counselling to children with personal or emotional problems and would seek to inform and involve parents when appropriate.

We reject:

- Dishonesty ; Stealing; Bullying ; Discourtesy; Intolerance; Racism

We define bullying in broad terms, reflecting the concerns that children bring to us. These concerns include:

- Being picked on for no reason
- Name-calling
- Name-calling relating to physical difference
- Teasing over personal problems
- Ex-friends calling names
- Rivalry for friends
- Pressure to conform
- Other peer group problems
- Physical assault
- Extortion or theft

We encourage the children to speak openly about the problems they have with bullies. We draw a clear distinction between telling the truth and 'telling tales'. 'Telling tales' is when allegations are made with the intention of getting another person into trouble. The child who is prepared to tell the truth, taking responsibility where necessary for their own actions, will always receive support and encouragement from the Head teacher. We follow up all reports of bullying.

REWARD POLICY

We are committed to encouraging and celebrating the success of the children. Our recognition of their efforts may simply be a 'well done' from the teacher or a positive comment on a piece of work or sticker. Children who have done well are frequently sent to share success with a neighbouring class, and often to the Headteacher for special praise, stickers and certificates

Celebration assembly on Friday features children from each class who have done well. They receive a certificate and a badge and are praised in the weekly school newsletter. They will also be allowed to attend Golden Time on Friday afternoon. Those children who have kept a green card all week are given a sticker saying 'It's good to be green'.

Those children who have received yellow or red cards are kept behind after celebration assembly and spend time talking to the member of staff in charge discussing their behaviours and how they can improve them. They may fill in a "Thinking about my behaviour" sheet. A tally is kept and if any child's behaviour is consistently reoccurring then parents are informed. For a very serious red card offence, the child may be asked to phone home and tell their parent what they have done to get a red card and the consequences that may have to come from this.

We recognise individual achievement, significant improvement and excellent work and aim that all children should be motivated to strive for success, no matter what their ability or aptitudes.

A Yellow Card

...will be received for:

Behaviour that disrupts other children's learning:

Calling out in class

Being out of your seat and wandering around class

Talking during assemblies

Continual low level disruption

Behaviour that shows a lack of respect for others:

Not following instructions

Not listening when others are talking

Unkind and un-co-operative behaviour

Leaving the classroom without permission

Behaviour that shows a lack of self control:

Running around inside school

Flicking objects across the classroom

Entering the secure stores without express permission

Misusing computers

Milling about inside school during break times

Poor behaviour on the bus

A Red Card

... will be received for:

Physical abuse, fighting

Bullying

Answering back

Intentional damage to property

Foul language

Stealing

Defiance

Extreme misbehaviour

Thinking about my behaviour...

Name: _____

Date: _____

What happened?

What were you thinking?

How has this affected other people?

What can you do to begin to put things right?

What else would you like to say?

Signed: _____