

GAYTON PRIMARY SCHOOL



Behaviour Policy

Approved by: SLT & Governors

Last Reviewed on: September 18

Next review due by: September 19

1. INTRODUCTION

1.1 Effective Behavioural Management is an essential part of every school's smooth functioning. It provides the framework for a positive approach to teaching and learning and encourages self-discipline. It is concerned with ensuring that all members of the school (ie children and adults) are treated with respect and dignity. It is linked with the Personal and Social Education Policy, which helps to develop the personal, social and moral development of children. A variety of management strategies are essential for the issue to be properly addressed.

1.2 All staff are responsible for the implementation of this policy under the guidance of the co-ordinator who is responsible for monitoring its implementation and ensuring that meetings are held regularly to discuss areas of concern.

2. PHILOSOPHY

2.1 At Gayton Primary, Behavioural Management is concerned with providing an environment where responsible attitudes exist and where we encourage the development of appropriate behaviour.

2.2 We believe that all adults responsible for the children in school should help to create a safe, secure, caring atmosphere, where each child feels valued and respected and is, in turn, able to value and respect others; where acceptable behaviour is rewarded by a variety of means and self-discipline is the key to acceptable behaviour

2.3 We believe that children should be responsible for being part of a caring school community. We want them to value others and to work together to foster self-esteem and confidence in one another.

3. MANAGEMENT AND ADMINISTRATION

Aims and Objectives

These aims are part of the PSHCE policy:

3.1 Personal

To enable each child to:

- Feel valued, respected and cared for, regardless of race, gender ability or disability;
- Increase self-awareness;
- Be aware of their feelings and be able to communicate them in an acceptable way;
- Experience success – to know that they can achieve;
- To be self-reliant, self-motivated and self-disciplined;
- Learn to accept challenge and cope with disappointment;
- Have a positive attitude to their own health and lifestyle;
- Be safe

3.2 Social

To enable each child to:

- Accept responsibility for their own behaviour;
- Communicate effectively with others;
- Encourage co-operation, sharing, caring;
- Encourage mutual respect;
- Encourage children to listen to each other;
- Make and sustain good relationships;
- Enable children to appreciate and respect differences between each other

3.3 Moral

- To provide opportunities for children to make informed choices in everyday situations;
- To develop strategies with children, which will resolve conflict situations;
- To provide opportunities for children to exercise responsibility and trust

4. OBJECTIVES

The following strategies will be the means of enabling the above aims.

4.1 School expectations (APPENDIX 1)

A defined set of expectations ensures that everybody is sure of how they should behave at Gayton Primary School. The children are reminded of these expectations throughout the school year in assemblies, in the classroom (where they are displayed) and in the playground when it is necessary.

We focus on four simple to understand principles as expectations in our community:

We will:

- a. Listen carefully
- b. Be kind and helpful
- c. Be polite
- d. Take pride in ourselves and our school

A clear rewards and sanctions system is developed within school using 'Good to be Green'

Rewards and Sanctions

Rewards:

1 Each class will have a tracking chart which will have weeks marked on it. The objective is for children to stay on 'green' for good behaviour for the whole half term/term as relevant.

2 At the end of each half term, children who have stayed within acceptable guidelines (ie they have stayed completely on 'green', or have stayed within a pre-determined number of yellow or red cards) will attend a whole school 'treat'. For example, in a 7 week half term children who attain 11 or above ticks, may attend the reward session.

3 Treat sessions will be planned for each half term. Children will be given choices of treat sessions to sign up to. Treat activities will be delivered by school staff. Activities will be varied, appealing and fun, for example- craft activities, football, ipad workshops, nail painting, outdoor activities, karaoke, zumba, mini-disco, pottery, badge making. Staff can choose their own activity. This session normally takes place in the final week of the half term.

4 All children who have stayed 'green' all half term also receive a certificate to highlight this fact.

5 Praise of positive behaviour is used consistently, additional stickers may be given out to younger children.

6 House points for work above the expected level are given by all staff. 'Dojo' awards may be given for behaviour that exemplifies very good adherence to the school expectations. Children receive certificates when they attain a set number of Dojo points.

7 Merit awards for special work/ behaviour are presented each week in a whole school assembly, with certificates issued and appropriate work displayed prominently.

9 For exceptional work outside the normal outlines above, staff are encouraged to bring children's work to the attention of the Headteacher, for a special Headteacher's sticker award (usually placed in the book or on the work). All children will have a set of cards (green, orange and red) within the 'Good to be Green' system. Their cards all begin on green.

If a child chooses to not follow one of the four expectations (as outlined above), the following sanctions will be followed:

Sanctions:

1 A verbal warning will be given and an explanation will be given to the child about the choices available to them in terms of consequences.

2 If they again choose not to follow an expectation, the child will have a formal warning, tilting their card as a visual reminder that the next stage is a yellow card sanction. If their behaviour improves adequately, they return the card to green.

3 Any further reoccurrence results in the child turning their card to yellow, this is then kept for the rest of the day, as two previous opportunities to adapt behaviour have been given. The card will be turned back to

green the next morning. The teacher will record reasons for the child going to yellow on the behaviour log and a child will miss part of playtime. Parents will be informed at the end of the day if a yellow card is issued. If an incident occurs at playtime, staff will send an explanation to the class teacher, having followed steps 1 & 2 above before a card is issued. If a playtime supervisor is not sure about sanctions for the child, they will tell the teacher what has taken place, allowing the teacher to make the decision based on what they know about the child's previous behaviour that day.

4. If a child again chooses not to follow an expectation (having had a clear explanation of positive or negative consequences) or if a situation is deemed serious, the child will move to a red card, this will involve contact with SLT staff and parents. The reasons for going to red will be recorded in the Good to be Green folder.

5. Serious Incidents will be recorded and they will be reported to a senior member of staff. The results of such actions will be dealt with individually and will include more serious sanctions, such as: removal from play/lunchtimes, loss of privileges. If removal from play or lunchtime is implemented as a strategy by staff, the following applies: During a morning or afternoon playtime, the child is to be supervised by the class teacher or they will be asked to walk the playground with the supervising member of staff. The adult in charge will decide whether the child should miss part or all of the play period, depending on the incident. If the child remains in the building, they will be asked to reflect on their behaviour and may complete written work such as:

- Writing about what they did wrong, how this affected others and how they will remedy this in the future.
- Completing work such as handwriting or basic maths.
- Copying out the school expectations or part of the sanctions and rewards policy (the child may be asked to write about what they actually mean).

A period of reflection and discussion about the incident will usually feature as part of the missed playtime. At lunchtimes, staff will volunteer to supervise any children that have to miss playtime; this will normally take place in the Dee Room. The teacher will contact parents to discuss what led to the missed playtime so that we can work with families to prevent reoccurrence of incidents.

6. If yellow cards are repeatedly given (or a pattern emerges), teachers will contact parents.

7. If a child continues to disregard the expectations or their behaviour is deemed to be dangerous to others, a temporary exclusion may be considered in consultation with parents. Wirral guidance will be followed in respect of procedures.

8. In the most serious of cases, a longer term temporary or a permanent exclusion may be considered in line with local authority guidance.

NB – At any of the above stages, if the teacher feels it is appropriate, a child may be removed from their immediate peer group, asked to work away from other children or taken to another classroom in order to diffuse poor behaviour which is significantly disrupting other children and the good conduct of a lesson. The child should be sent with appropriate work, preferably escorted by an adult, with an explanation of the reason for the child's removal from the classroom.

As we place importance on the partnership between home and school, we will contact parents in order to discuss our concerns regarding repeated incidents or behaviour which seems out of character for the child, in case we are unaware of any possible reasons for this behaviour.

NB – Any very positive or negative playtime behaviour is communicated to class teachers at the end of a playtime. This can be done verbally or in writing, as a record to be kept in the 'Good to be Green' folder.

4.2 MDA – Teaching Staff Link

To facilitate better communication between teaching staff and mid-day assistants, the MDAs hold a duplicate book, in which aspects of good and unacceptable behaviour can be recorded. A smiley or sad face and brief reasons will indicate the nature of the behaviour. These notes are passed on to the appropriate classroom teacher at the end of lunchtime. The member of staff on duty at break times will report any incidents to the class teacher of the child involved. They will record on the behaviour log or critical incident book as appropriate. The class teacher can then reward good behaviour or, as necessary, select a form of sanction appropriate to the misdemeanour. In the instance of extremely inappropriate behaviour occurring,

the senior MDA will report it to the Headteacher or Deputy Headteacher immediately. The teaching staff will bring to the attention of the Headteacher the name of any child who persistently misbehaves at lunchtime.

4.3 House Point and Dojo reward System

The aim of the house point and Dojo system is to celebrate positive achievement and promote good behaviour within the context of the School Expectations. Points are awarded by the teaching and non-teaching staff for work-related achievement and are collected on a regular basis. This information is announced at a whole school assembly once every Half Term, when the house which receives the most points will be offered a reward (e.g. An extra playtime, choice of games at playtime etc.). Dojos are collected for meeting behaviour expectations, both for individual children and for class competitions (e.g. for lining up quickly and quietly). Reward sessions may be held in class and the class with the most class dojos gains an extra play period.

4.4 System for Lining up Prior to Entry into School

To ensure that the children are calm and ready to settle to their work quickly and quietly, the following procedure will take place: At the start of the school day, a bell will ring. The children will make their way to their lines, staff will receive their classes and escort them into school. At the end of break, the children will line up and the expectation is that they will wait quietly for the member of staff on duty to signal to staff that the children are ready to enter the building. The children will then be escorted into school by their teachers.

4.5 Bullying

A parents' information leaflet is available on the school website, which explains our procedures for dealing with possible bullying behaviour, what the school definition of bullying is, and how parents can effectively deal with issues with the school.

The school's full Anti-Bullying Policy is also available on the website and should be read in conjunction with this document.

4.6 Dealing with Incidents of Bullying

A critical incident file will be kept in each classroom for staff to record and date any incidents which concern them, where they believe bullying has taken place. This will be monitored for repeated incidents involving the same children. If any pattern begins to develop eg same child as victim, same child as perpetrator, same time of day etc., this should be brought to the attention of the Headteacher. (APPENDIX 3)

5. CLASSROOM MANAGEMENT

A variety of strategies will be used by teachers to promote a positive working environment within the 'Good to be Green' behavioural system, eg drawing up class rules, praising a positive attitude to work, encouraging children to work co-operatively on tasks, using house points, using stickers, writing positive comments on a child's work and Merit awards. Curriculum strategies include the use of the PSCHE curriculum and discussions.

6. SHARING OF INFORMATION

In order to ensure consistency in dealing with children's behaviour, staff should share strategies employed for individual children through informal or if appropriate, more formal confidential methods such as discussion during staff meetings. This is also the case if a child's circumstances mean that the sharing of information is necessary. If a teacher has concerns about a child's behaviour, this should be brought to the attention of the Headteacher or Deputy Headteacher. If a situation between children requires monitoring, this will be shared with staff at the weekly briefing, particularly to monitor playtimes.

7. EQUAL OPPORTUNITIES

The staff should ensure that high standards of behaviour are expected from all children eg rough play is not acceptable from either boys or girls. Children should be encouraged to contribute to providing a safe and happy environment for everyone. Please refer to the Equal Opportunities policy for more detail.

8. HEALTH AND SAFETY

The school follows the health and safety policy procedures as agreed. The Behavioural Management Policy contributes to ensuring the safety of the children in all parts of the school. The children will be reminded of the dangers of rough play in the playground when it is necessary. If it is necessary to restrain a child for their own or other people's safety, note should be made of guidance published by the DfES in the 2002 DfES Physical intervention in schools guidance to ensure minimum necessary restraint is used. These guidelines will be used to form the basis of the school's Physical intervention policy.

9. DISPLAY

Teachers should seek every opportunity to display children's responses to Behavioural Management issues eg through school and class assemblies, in the classroom, to reinforce the value of the children's contributions to a happy, calm, safe environment.