



GATLEY PRIMARY SCHOOL

BEHAVIOUR POLICY

The Behaviour Policy outlines a continual process, which is integral to teaching and learning. The policy celebrates both achievement and also applies sanctions where appropriate. It promotes a consistent approach which involves all staff, pupils and parents wherever possible.

December 2020

VERSION HISTORY

Date	Document Version	Document Revision History	Document Author / Reviser
11.03.2014	1.0	First draft created and circulated to Senior Leadership Team and Board of Governors	V McManus
26.06.2014	1.1	Second draft created and circulated to Senior Leadership Team and Board of Governors	V McManus
08.07.2014	1.2	Second draft agreed with Board of Governors	S Foster
11.07.2014	1.2	Document published – review date July 2015	K Bhaskaran
17.11.2015	1.3	Policy reviewed	V McManus
30.11.2016	1.4	Stakeholder consultation & review	V McManus
29.11.2017	1.5	Reviewed	V McManus
13.11.2018	1.5	Reviewed	V McManus
06.12.2020	1.6	Policy amended in light of COVID 19	R.Renshaw



Introduction

Behaviour management is a continual process, which is integral to teaching and learning. It should be developed and implemented in a way that promotes whole school consistency. It should be used by all staff to celebrate achievement and also apply sanctions where appropriate. It necessitates a whole school approach and must involve all staff, pupils and parents wherever possible.

The school follows the Stockport LA guidance document “Support Pupil Behaviour” and implements the suggested processes and procedures.

Aims of the Policy

- To encourage a calm, purposeful and happy atmosphere within the school.
- To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To have a consistent approach to behaviour throughout the school with parental cooperation and involvement.
- To make boundaries of acceptable behaviour clear and to ensure safety.
- To raise awareness about appropriate behaviour.
- To help pupils staff and parents have a sense of direction and feeling of common purpose.

Responsibilities

Children's responsibilities are:

- To work to the best of their abilities, and allow other to do the same.
- To treat others with respect.
- To follow the instructions of the school staff.
- To take care of property and the environment in and out of school.
- To co-operate with other children and adults.

Staff responsibilities are:

- To treat all children fairly and with respect.
- To raise children's self-esteem and develop their full potential.
- To provide a challenging and interesting and relevant curriculum.
- To create a safe and pleasant environment, physically and emotionally.
- To use rules and sanctions clearly and consistently.
- To be a good role model.
- To form a good relationship with parents so that all children can see that the key adults in their lives share a common aim.
- To recognise that each is an individual, and
- To be aware of their (special) needs.
- To offer a framework for social education.

The Parents' responsibilities are:

- To make children aware of appropriate behaviour in all situations.
- To encourage independence and self-discipline.
- To show an interest in all that their child does in school.
- To foster good relationships with the school.
- To support the school in the implementation of this policy.
- To be aware of the school rules and expectations.
- To offer a framework for social education.

What we do to encourage good behaviour

- We make clear our expectations of good behaviour.
- We discourage unsociable behaviour by promoting mutual respect.
- We encourage children to take responsibility for their own actions and behaviour.
- We set through example standards of behaviour.
- We praise good behaviour both privately and publicly.

Strategies for Positive Encouragement

'Effective managers are distinguished by their success in preventing problems arising in the first place rather than by special skills in dealing with problems once they occur.'

Brophy (1983)

Encouraging Good Behaviour

REWARDS	EXAMPLES OF BEHAVIOUR
Praise / Dojo point	On task, mature, working independently, resilience, respectfulness, social distancing, good hygiene, helping others
Stickers / Dojo points / lunchtime VIP Spontaneous privilege or monitor job	Consistently on task, mature, working independently, resilience, respectfulness, helping staff and peers, modelling of safe behaviours in line with the schools risk assessment.
Dojo message to parents Outstanding Dojo points	Going above and beyond expectations
Visit Assistant / Deputy Headteacher to receive personalised sticker. Share with parent / carer by Dojo message	Special work showing effort and determination.
Visit Head of School to receive personalised sticker Star of the Week on Display - 3 Dojo points Staying off traffic lights - 3 Dojo points	Consistent outstanding work / behaviour.
Visit Executive Principal for golden sticker award Display of work of website	Further special work showing effort and determination.

A Graded response to Sanctions

Where there is repeated or persistent misbehaviour the following will apply:

SANCTIONS	EXAMPLES OF BEHAVIOUR
Verbal warning	Disruptive, not on task / listening/ not following measures in the school risk assessments.
Traffic Light System Green Light - loss of 10 mins / Dojo point Amber Light - loss of 20 mins / Dojo point Red light - loss of 30 mins / Dojo point (All recorded on display and available for parents to see on Dojo)	Ignoring warnings / rudeness / mild aggression/ being unsafe in their behaviours Unprovoked and deliberate physical aggression Buy back golden time / Dojo points with good behaviour and positive movement back on traffic lights
Uncategorised traffic light offence twice in a week, parent contacted via phone	Ignoring traffic light system
Child completes session in partner class. Teacher communicates to parents and notes on a parent meeting record. Logged with Assistant Headteachers and loss of Dojo point	Continued time wasting, disruption and refusal.
Class teacher meeting with parent and child to establish individual support diary. Reviewed with parent daily	Two referrals to partner class in a fortnight Individual behaviour needs identified
Refer to Deputy / Assistant Headteacher Meeting with letter to parents Day of seclusion	Continued deterioration in behaviour following 2 sessions in partner class within a fortnight and behaviour diary.
Refer to Head of School, interview with parents, letter, behaviour diary. Information (leaflet) giving advice to parents / carers of pupil exclusion is shared.	Continued deterioration in behaviour following day of seclusion.

Fixed term exclusion (1 – 2 days)	If above action recurs following Head of School visit
Fixed term exclusion (2+ days) In the case of exclusion in excess of 6 days the child will be referred to our partner school. (Outwood Primary)	Deliberate physical, verbal aggression recorded in behaviour Log. (Severe Clause) Continued recorded above behaviour Discussed with staff.
Referral to Executive Headteacher Permanent Exclusion This will be carried out as a last resort in response to a serious breach of the school's Behaviour Policy; and if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.	Bringing offensive weapons including BB guns, penknives or drugs onto school premises

Note: where children have specific behavioural needs, the above should be carried out in partnership with agencies and parents.

Where there is repeated dojo loss or warnings for the same behaviours, we would seek to understand the trigger points for these behaviours and support the child to understand what these triggers are and how we can act proactively to reduce these repeated behaviours from happening. These behaviours are monitored by the class teachers and concerns are shared in accordance with this policy.

Supporting Guidelines

- Basic assumptions
- Pupils do not misbehave if they are on-task
- Pupils tend to be engaged in tasks if:
 - The tasks are meaningful and they have been involved in the design of the learning activity.
 - The level of challenge is appropriate i.e. not too hard so the pupil feels overwhelmed or confused or not too easy so that the pupil becomes bored.
 - The pupils have a clear sense of short term success criteria and long-term goals and receive positive feedback leading to a growing sense of confidence.
 - They have a high self-esteem through being valued and the development of a growing sense of competence.
- There is recognition on the part of teachers that a pupil's level of motivation can vary from EXTRINSIC to INTRINSIC. Recognition for positive efforts (work and

behaviour) can be more dependably achieved than for misbehaviour. The Teacher - Pupil contact rate is adequate.

Pupils need to feel safe and secure, both physically and emotionally.

That experiences in school (which may not in themselves be unpleasant) can trigger off compelling patterns of behaviour (which may have developed out of school). These triggers may relate to learning, peers, adults / authority or organisations. Schools can recognise such situations and attempt to minimise them where possible.

Positive Approaches

Ensuring that pupils experience success through their efforts which can be developed through the National Curriculum / the broader curriculum (i.e. Circle time etc.)

Expectations are communicated through the relationships, and unwritten and unspoken rules that exist in a school.

Pupils feel recognised as individual and unique people who have things to offer as well as to learn.

Emphasis on encouragement and motivating pupils.

- Positive feedback
- Descriptive praise
- Give attention for success, not failure e.g. "Catch them doing good"
- Appropriate and meaningful work
- Respect for all individuals including their culture and background
- Modelling desired behaviour
- Listening to children and communicating that you have heard what they have said.
- Creating safety - physical / emotional.
- Clear and consistent use of rules and sanctions
- Raise self – esteem by communicating a sense of importance
- Ensuring pupils experience and have a sense of their own success
- Maximising opportunities for pupils to take responsibility for themselves in their behaviour by, for instance, providing choices wherever possible
- Ensuring that 'feelings' are part of the overt and hidden curriculum.

How children can sort out their own difficulties

Children should be encouraged to take responsibility for sorting out their own conflicts.

This means that adults must take responsibility for teaching them and modelling strategies for doing this, and for seeing that children carry them out and reach a successful conclusion.

Children should be encouraged to be assertive, to express their feelings and to resolve conflict without resorting to violence swearing or abuse.

Suggested Strategy for resolving conflict - 3 steps

The others listen with no interruptions

They are encouraged to maintain eye - contact

Each child has a turn to say:

- 1) What the other(s) has / have done to upset them
- 2) How they feel about it
- 3) How they would like them to behave in future.

No-one is allowed to interrupt or argue

They go on taking turns until everyone has finished.

The adult is there as referee, not as part of the discussion. S/he makes sure that the turns are taken, that children stick to the three steps, that they listen to each other and maintain eye-contact.

If the children cannot resolve the conflict after a reasonable time, then the adult can decide to make a judgement and take appropriate action.

Rules and Sanctions

Limits need to be clear and negotiated / discussed /reviewed/ talked through in each class e.g. each class devising own class rules.

Class rules would belong to the class and be adopted by any staff teaching that class.

Class rules would be generally consistent between classes but could highlight particular concerns for that class.

Class rules can change in response to behaviour trends / concerns.

School's risk assessments and safety measures are shared and made accessible to pupils

Responses need to be clear and predictable

Lunchtime System

Reward	Example of Behaviour	Sanction	Example of Behaviour
Public praise	Polite, caring, helpful	Private / personal reprimand	Disruption, not following instructions
Report to Senior lunchtime organiser. Sticker	Polite, caring, helpful, eating nicely and all dinner	Report to senior lunchtime organiser to be noted	Verbal aggression
Report to teacher for class reward	Consistent helpfulness	Report to class teacher to feed into class sanction system (traffic lights) Logged in lunchtime behaviour book	Continued poor behaviour following logged incident Unprovoked physical violence and aggression
Raffle ticket	Managing own behaviour, showing independence.	Appointment with class teacher and warning of lunchtime seclusion	Three times recorded in behaviour log in a fortnight
Place on VIP table Midday Supervisors Award certificate	Outstanding lunchtime behaviour	Lunchtime seclusion Letter from Headteacher regarding seclusion	Deliberate and unprovoked physical aggression following teacher meeting with parent