



Gusford Primary School

“Together we believe, learn and achieve”

Positive Behaviour Policy	
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Rationale

A Whole School Approach

At Gusford Primary, we believe that good behaviour is the key to a good education. We firmly believe that every member of our school community has a responsibility to teach children socially acceptable behaviour.

- We aim to encourage high standards of positive learning behaviour.
- We/All staff will manage this through praise and positive reinforcement.

Values and Rights

Our behaviour strategy is led by ‘The 3 Rights’ and school values which underpin our expectations and are an entitlement to our school community.

- The three rights: The Right to Learn • The Right to Respect • The Right to Safety
- Our school values: Kindness, Respect, Honesty, Confidence and Responsibility

These values and rights are displayed in every classroom and learning areas in and outside the school and referred to by all adults and children. Through shared ownership of expectations, all members of the class (children and adults) are able to hold each other to account. These rights and values also provide our expectations at break & lunchtimes. They are used by all staff.

Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management

- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and consequences**

Consistency

Gusford uses a range of consistent approaches throughout the school which includes:

- To gain attention - 321 and hand up
- A reward system based on the school rights and values

Roles and Responsibilities

Our children have a responsibility:

- to show respect to people and the property of others
- to be co-operative and considerate
- to act in a safe and responsible manner for themselves and others
- to work with staff to resolve difficulties

Our staff have a responsibility:

- to ensure that they are encouraging, positive, consistent and fair
- to recognise and respond positively to good behaviour
- to consult with and support colleagues and parents
- to work within the framework of agreed whole school policies

Our parents and carers have a responsibility:

- to let the school, know of any concerns
- to support the school in promoting good behaviour
- to be willing to work with the school in developing solutions to problems

Our governors have a responsibility:

- to support the Headteacher/Head of School and staff by monitoring that there is a caring, safe and nurturing environment where pupils can flourish
- to ask strategic questions about how behaviour is managed positively
- to ensuring that the school community is safeguarded

Rewards and Consequences

In order to support these aims and rules, we operate rewards and consequences at Gusford. Within each class we have a traffic light behaviour system and there are a series of rewards to help children focus on positive behaviours.

Traffic Light System

This system is used in class and at break & lunchtimes

Throughout the school, a colour chart system is used. All pupils start the morning and afternoon on GREEN and will aim to finish the day on green, silver or gold. Should a child struggle to follow school rules they will be given a warning. If a child makes the wrong choice **after a warning** they will then be moved to amber. The child will, where possible, be reminded of how to change their behaviour and return to Green. Should the child continue to not comply they will be moved to the red section. This will result in some or all of missed playtime/lunchtime.

Gold	<ul style="list-style-type: none"> • Gold award is for only 1 child per week who has behaved impeccably, demonstrated exceptional citizenship and who have demonstrated the values and rights. These can also be used for exceptional schoolwork or learning behaviour and attitude. Children who receive a gold award, receive a golden treat on a Friday. This includes a range of possible activities and snacks. • <u>Golden tickets</u>: ALL children who remain on GREEN for the week receive a golden Ticket. This ticket is placed into a golden Box and is entered into a monthly prize draw! Children who are moved to Silver receive two golden tickets and any child on Gold receive 5 golden tickets.
Silver	<ul style="list-style-type: none"> • Silver will be for a few children who have shown exceptional during the week.
Green	<ul style="list-style-type: none"> • All children start on green at the <u>beginning of the day</u> • All children start on green at the <u>beginning of every morning and lunchtime</u> • Children stay on green if they show the three rights and the values throughout their learning time <p><u>Children will need a reminder of making the right choice before they are moved to amber and this sometimes maybe enough to change the behaviour</u></p>
Amber	<ul style="list-style-type: none"> • If a child makes the wrong choice after a warning they will then be moved to amber. It will be explained to them why they have been moved and what they need to do in order for them to return back to green. Move the child back to green using positive language, such as, “You have remembered the right to learn and have listened.” They return to green as soon as the child’s behaviour improves • A restorative conversation may need to take place to reinforce the behaviour expectation and praise the child again for getting back onto green

Red

After warnings, if a child continues to break the right in class, they are put onto red, the child will need to be kept in for some/all break-time or lunchtime or both to carry out a restorative conversation about their behaviour. All children involved in the incident need to understand and know the consequences that have been given and why.

- A conversation with/phone call home to the parent will be made, by the class teacher, advising them of why their child has received it and the consequences given. This needs to be recorded by the adult giving the red onto SIMs behaviour log.
- A purple incident form will be completed by any staff dealing with a serious behaviour incident and this is sent immediately to SLT to support.

Instant RED behaviours

- Physical aggression towards adult or child
- Constant defiance, swearing and threatening behaviours, intimidation
- Severe destruction of school property

Repeated Red behaviour

A member of the senior leadership team will be notified, and further actions or being placed on report will be discussed with the phase leader, Mrs Hopkins and parents/carers.

Class Reward

The Classroom reward system will use tangible 'reinforcers', such as marbles in a jar to reward and promote positive behaviour for learning for your whole class. The class will have a small whole class reward at the end of each term. This can include extra playtime, arts and sports activities.

Purple forms

A purple form is used by all staff to log concerning behaviour in the school. Any behaviour before lunchtime will be able to be dealt with by the class teacher before the end of the day. A purple form will be completed with the outline of the incident and the children involved and if possible the children account of events. This will be handed to SLT who may be required to speak to the children and discuss any further actions with the class teacher. Parents will be informed of their child's behaviour. All behaviour must be logged on a purple form.

Positive behaviour report

If behaviour in school continues to be poor, despite other strategies then a senior member of staff will ask to meet with the parents and the child. This meeting is to outline expected behaviour and set immediate consequences if behaviours are not met. The child, parent, and senior staff member sign these. The child's behaviour is then monitored and reviewed over a 2-week period.

Suspensions

Suspending a pupil is always a last resort. A pupil may be given a fixed-term suspension for serious acts of behaviour or repetition of serious behaviour. It is for the Headteacher to decide whether to suspend a pupil, for a fixed term or permanently, in line with the legal requirements on the use of suspensions. This includes physical assault, verbal abuse, damage to property, persistent disruptive behaviour, theft, bullying, racist abuse, sexual misconduct, and drug & alcohol related issues.

Restraint – letter home- phone call

All staff having a duty of care to the children in school, i.e., Teachers and support staff need to be aware of situations which may require reasonable force to be used.

They fall into three broad categories

1. Pupils fighting, attacking a member of staff.
2. A risk of injury or of significant damage to property, e.g., rough play, deliberate damage, or vandalism, behaving in a way likely to cause injury.
3. A pupil is behaving in a way that is compromising good order and discipline e.g., behaving in a way that is seriously disrupting a lesson.

There is no legal definition of reasonable force, so it is not possible to set out comprehensively when it is acceptable to use it. It will always depend on the circumstances.

Any force used should always be proportionate to the need to achieve the desired result. Always uppermost in the adult's mind should be, the best interest and safety of the children.

Physical intervention can take several forms:

It might involve staff:

- Guiding a child to a safe area.
- Leading a child by the hand or arm.
- Only in very extreme circumstances, holding a child.

Any incident of this kind must be reported to the Headteacher and the Headteacher will inform the parents and give them an opportunity to discuss it.

Support mechanisms

For some children, where behaviour continues to be an issue, behaviour support or senior staff will meet with the parents and discuss alternative arrangements. The SENDCo and The Parent Liaison Officer work alongside teachers and support staff to support children and their families to engage in school and to get them the support that they need.

Definitions of misbehaviour could be defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Definitions of serious misbehaviour could be defined as:

- Repeated breaches of the school rules
- Any form of bullying -Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items.
- Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- Deliberately hurtful

- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our **Anti-bullying strategy**.

Confiscation

If staff have reasonable grounds for suspecting a pupil has an item in their possession that is not conducive to learning and one which safeguards the rights of other pupils in the class or an item that may cause injury to others or damage to property, the deputies or headteacher will be informed and the pupil can only be searched by SLT, and the item confiscated, and parents informed.

SEND

The behaviour policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN). In some cases, very young children, or children with significant language difficulties, learning difficulties, social/emotional difficulties or

Children who have Autism spectrum disorder (ASD) may use physical acts as a way of expressing themselves. In these cases, children may need additional support to help them learn how to react to difficult situations. Some children may require very specific teaching about what is and is not an appropriate reaction. Children with SEN will need to be monitored carefully and, in some cases, further support sought from the SENDCo and / or outside agencies.