

Gusford Primary School



“Together we believe, learn and achieve”

Positive Behaviour Policy

Person Responsible: C. Hopkins - Deputy Headteacher

Policy Review: September 2021 Next Review: September 2022

Approved by FGB 4th October 2021

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.

Our school values: Kindness, Respect, Honesty, Confidence and Responsibility

The three rights: The Right to Learn • The Right to Respect • The Right to Safety

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 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.

Rewards for school values and rights in class

Year	Children	Reward
Year R to 6	<p>Children receive merits for showing the school's values and rights for behaviour and academic work.</p> <p>Children can be nominated to an adult if they think that a fellow pupil is showing one of the school's values and rights.</p>	<p>Being on green is expected behaviour Merits <u>can not</u> be taken away.</p> <p>Individual - towards getting an individual award - bronze award-75, silver-125, gold-175 with a badge to wear in recognition at each stage. The badges will be different for each year group.</p> <p>Class - accumulate for their class which has 500/1500/2500 stages. At reaching each stage the class get an appropriate award voted for by the children; 500 = a session of their choice doing a lesson or activity. 1500 = half a day of their choice 2500 = full day.</p> <p>These will be celebrated in weekly assemblies.</p>

Traffic Light System
This system is used in class and at break & lunchtimes

Gold	<ul style="list-style-type: none"> • Children can be placed onto gold if they are exhibiting the three rights and outstanding values throughout a lesson. • Once a child reaches gold they will receive 5 merits towards their individual and class.
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 may need a reminder of making the right choice before they are moved to yellow and this sometimes maybe enough to change the behaviour</u></p>
Yellow	<ul style="list-style-type: none"> • If a child makes the wrong choice after a warning they will then be moved to yellow. 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 the green traffic light. • If they continue to make the wrong behaviour choice they then move to orange. Children will need a reminder to make the right choice before they are moved onto orange and this sometimes may be enough to change the behaviour.
Orange	<ul style="list-style-type: none"> • They will have a time-out in another member of the year group which is organised by the year lead. This will be for 10 minutes. A restorative conversation with the child will happen about the incident by the adult giving the orange. The child will be required to have some additional time-out during their break or lunchtime. The length of time for this

	<p>time-out will be discussed with the year lead. Lunchtime time-outs will be sent to yr 2, 4, 5 & 6 depending on their lunchtime.</p> <p>This needs to <u>be recorded by the adult</u> giving the orange onto SIMs behaviour log. The parents of the child will need to be notified of the behaviour by the class teacher, who will continue to monitor.</p> <p style="text-align: center;"><u>If a child regularly moves on to orange over the period of 2 weeks they will then go onto report after discussion with the year group leader, Mrs Hopkins and parents/carers.</u></p>
<p style="text-align: center;">Red</p>	<ul style="list-style-type: none"> ● If a child is put onto red- they will have a <u>time-out</u> in another member of staff's classroom which is organised by the year leader. The time of the time-out will be discussed between the year leader and the class teacher. The child will need to be kept in at break-time or lunchtime or both to carry out a restorative conversation about their behaviour. Lunchtime time-outs will be sent to yr 2, 4,5 & 6. All children involved in the incident need to understand and know the consequences that have been given and <u>why</u>. This will be for or a minimum of 15 minutes. For a serious incident it may be appropriate for them to remain in another class for the remainder of the afternoon. ● A phone call home will be made home to the parent, by the class teacher, advising them of why their child has received it and the consequences given. This needs to <u>be recorded by the adult</u> giving the red onto SIMs behaviour log . All members of the Headship team will be notified via SIMs alert. <p><u>Instant RED behaviours</u></p> <ul style="list-style-type: none"> ● Physical aggression towards adult or child ● Constant defiance, swearing and threatening behaviours, intimidation ● Severe destruction of school property <p><u>Repeated Red behaviour</u></p> <p>A member of the senior leadership team will be notified, and further actions or being placed on report will be discussed with the year group leader, Mrs Hopkins and parents/carers.</p>
	<p>Additional Isolation should only be given in the most severe of circumstances and discussed with</p> <p><u>Headship.</u></p> <p><u>NB.</u> 'Any pupil who commits a serious or persistent breach of the rights may be sanctioned by the headteacher using the full range of sanctions available, depending on the seriousness of the breach, up to and including in extreme cases permanent exclusion.'</p>

Report

This is where a child's behaviour is monitored for a two week period. A report card is completed and the child reports to the Year Group Leader each day to discuss their report. This is normally for a 2 week period and the parents are informed and met at the end or the beginning and end of the 2 week period with the class teacher.

Behaviour Contract

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 at 4 and 8 week points.

Exclusions

Excluding a pupil is always a last resort. A pupil may be given a fixed-term exclusion for serious acts of behaviour or repetition of serious behaviour. It is for the Headteacher to decide whether to exclude a pupil, for a fixed term or permanently, in line with the legal requirements on the use of exclusion. 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

Key members of staff have been 'School Safe' trained on restraint. This is used on pupils as a very last resort, when children are endangering themselves or others around them. If this has been an action of a member of staff the parents will be phoned and sent a letter to explain the reasons. The parents will then be asked to sign the letter.

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 Family Engagement Team works 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
- Repeated non complying with COVID-19 rules such as social distancing and hygiene procedures

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 deputy or headteacher will be informed and the pupil can be searched without consent and the item confiscated and parents informed.

SEN

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 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.