

Gorse Hill Primary School



Behaviour Policy

Date of Policy	April 2015
Ratified by Governors	June 2015
Signature of Chair of Governors	
Reviewed	July 2017 Sept 2019
Date of next review	July 2021

Philosophy/Beliefs/Values

At Gorse Hill Primary School our beliefs, mission statement, vision and values underpin the ethos behind our Behaviour Policy and the approaches outlined in it.

What do we think good behaviour looks like?

The staff and children at Gorse Hill Primary School agreed that:

Good Behaviour is seen as:

- Respect for each other, respect for learning, respect for the school, belongings and property.
- Good manners
- Good looking, listening and sitting
- Ready to learn
- On task/engaged
- Following instructions well
- Cooperating with teachers and each other

We believe behaviour is a form of communication. We 'listen' and try to understand what children are telling us through their behaviour and non-verbal cues.

At the heart of our approach is positive relationships with children and communication with parents/carers.

We share a collective responsibility for behaviour where all adults are positive role models. We are consistent and respectful in our interactions with children and model positive relationships with other adults.

Positive

At Gorse Hill Primary School, we believe in a positive approach to behaviour management and have high expectations of all children. Our focus is on recognising, modelling, sharing, celebrating and rewarding positive and safe behaviour and choices.

We 'Catch Children Being Good' and will praise positive behaviour before drawing attention to negative behaviour. Our praise is genuine and we make it clear to the children what they did well and how they can improve.

We remain calm when dealing with behaviour. We are aware of the damage that feelings of shame, guilt and humiliation can bring and so avoid situations that may lead to these feelings for others. Behaviour incidents are dealt with by talking to children involved sensitively and away from an 'audience'. When an issue needs to

be discussed with a whole class, this is done anonymously and without public embarrassment.

Our focus is on de-escalation and any intervention with an incident is reasonable and proportionate. We are aware of the impact of non-verbal communication and so adapt our body language, tone, inflection, stance and space when managing behaviour. We respect each other's boundaries of personal space, particularly when dealing with emotional children.

We understand that sometimes children are feeling and acting with thinking because they are experiencing stress and are therefore outside of their window of tolerance. We know that it is hard for children to communicate verbally when they are feeling this way and so provide safe spaces for them to regulate themselves and calm down.

We encourage reflection and provide scaffolding for all children involved to be active participants and take responsibility for their actions.

As staff, we proactively support each other. We ask for and offer help when managing behaviour. We are non-judgemental and reflect on our practise.

Class Rules

Each class creates a set of Classroom Rules for themselves. This is done collaboratively, between children and adults, at the start of the year and revisited each half term to ensure they stay relevant and appropriate.

Language used is positive and explains what behaviours/choices should be made rather than what not to do.

E.g. Respect yourself: We put our hands up and wait our turn; we ask questions if we don't understand, we try our best. Respect others: We have kind words; we keep our hands and feet to ourselves. Respect property: We use equipment safely; we tidy up properly.

Golden Time System

This whole school approach is used to manage low level, disruptive behaviour that interrupts learning and doesn't follow class/school rules. Between 2pm and 3pm on a Friday, children will participate in a chosen activity. If children fail to follow school/classroom rules, golden time will be removed in 5 minute increments depending on the severity of the incident.

Fresh start: All children begin with 60 minutes of golden time each week.

Verbal warning: Explicitly state which Whole School/Class rule is being broken and the consequences of continuing to do so.

5 minutes taken from golden time. Explain why this has happened and that they have lost 5 minutes of golden time. Remind them of the possible outcomes of their choices.

This loss of golden time must be recorded, using the Lost Golden Time Sheet. Teachers will use their own judgement as to whether a behaviour log is filled out.

Five or more minutes of Golden Time lost

Our children recognised and identified some extreme behaviour that have a higher level of disruption to learning and/or because of their impact on the safety of pupils and staff and these children will be sent to their buddy class and have an increased amount of golden time removed.

Extreme behaviour is categorised as deliberately destructive, racist, bullying or physically aggressive behaviour.

Children are given an independent task to complete in their buddy class (partner year group). The teacher in the buddy class may talk through the incident with the child, if there is an appropriate time which will not impact upon the learning of their own class.

Upon return to their class the teacher will talk through the incident with the child, and explain they will be missing some if not all of Golden Time. Where necessary, a member of the SLT will be informed.

For serious incidents Parents/carers must be informed that day. This can be done informally after school or by a phone call. They should be told about the behaviour and what the consequences were. Teachers will fill out a behaviour log sheet and photocopy it. One to be kept in class and one sent to Mrs Bates/Miss Coxe who will record the incident on CPOMs. If a child receives more than 3 logs within a half term, their parents will be asked to attend a Behaviour meeting with the class teacher. This meeting will be used as an opportunity to discuss alternative strategies for supporting the child in their choices and behaviour.

Behaviour logs should be used to record children's inappropriate/unacceptable behaviour.

Children will have been given opportunities/chances using the golden time system to improve their behaviour (unless behaviour is serious) before placing a child's name in the behaviour log.

Reflection Room

Children who miss 15 minutes or more of their golden time in a week will be sent to a reflection room to reflect on their behaviour. They will spend their time missed here and return back to their chosen activity once they have missed the required time. Children will complete a reflection sheet which will be kept in the Golden Time Reflection File.

Always rewards

Children who always follow school/classroom rules can be rewarded with stickers, dojos etc.

Termly behaviour treats – to encourage positive behaviour and to reward those children who make an effort to behave well all of the time. Children are eligible to attend the behaviour treat if they have not lost any golden time during the half-term.

Each term starts with a clean slate and every pupil is eligible for the next behaviour treat.

Rewards

In addition to golden time, children can be rewarded for positive behaviour and choices and improvements in effort with behaviour, in a variety of ways.

Each teacher will use these strategies within their classrooms and around school:

- Dojos are awarded for good behaviour, good work, kind acts, good manners etc. Each class will determine the number of Dojos required to earn individual and class treats.
- Teacher awards – stickers, certificates, dojos.
- Lunchtime staff will award dojos to children that behave well at lunchtime in the hall and playground. Lunchtime staff may also give out stickers to reward positive behaviour

Teachers are also able to generate their own preferred reward systems for their class, alongside the golden time system.

Examples of rewards/behaviour strategies:

- Verbal praise/positive language
 - Sticker charts
 - Marbles in a jar
 - Children from different age groups/key stages helping in other classes
 - Pupil of the week
 - Extra playtime
 - Stamps
 - Positive notes home
 - Good work assemblies
 - Story time/chill out time
 - Trips/visits
- Etc.

Sanctions at Gorse Hill Primary School

Alongside the golden time system there may be times when other sanctions are considered. We want to be giving children an opportunity to improve their behaviour.

- Quiet word without interrupting the lesson
- Time out
- Loss/withdrawal of privileges
- Talk to parents
- Pupil discussion with SLT/Head teacher.
- Going on report (keep a behaviour log)
- Exclusion

Children must not be made to stand in the corridor during lesson time. They have a curriculum entitlement.

Time Out: A reflection (Hippo) area within the classroom or in their buddy class for children to sit and calm down can be used in class when a pupil needs a short amount of time to refocus, calm down and think about their behaviour.

Play times and Lunch times

The golden time system is consistent across the whole school, so can be used with children during playtimes and lunch. Staff must communicate with class teachers if there has been a behaviour incident during a break.

Positive behaviour at lunchtimes is recognised through verbal praise, stickers and awarding of dojos.

When and how should we inform parents about behaviour?

Parents need to be made aware when their child is behaving well or when they are causing problems in school for themselves or others.

We can keep them informed in a variety of ways:

- Letters, notes, cards, home to inform parents of good behaviour.
- Talk to parents at the end of the day.
- Parents' Evenings.

Children who have been to the Reflection Room three times in a half-term will have their parents spoken to by the Class Teacher.

As all children are unique and valued as such, this system will not meet the needs of all our pupils. As an inclusive school we recognise that all children are individuals with specific needs. Therefore, within this consistent approach is an element of flexibility to address the needs of specific children. We understand that treating children equally does not mean treating children the same. Some children may

require individual behaviour charts specific to their needs. The individual class teacher can create this or there is one included in appendix.

For those whose behaviour and choices are not supported by either system a meeting will be set up, following consultation with SENCO, SLT, parents and class teacher to discuss behaviour targets.

Each behaviour plan will outline targets and the support strategies in place to meet the needs of the individual child.

A behaviour plan may be appropriate for children who are repeatedly missing golden time, for similar behaviours and where other strategies, outlined in this policy, have had no impact.

For children who are at risk of exclusion, because of their behaviour, a programme will be put in place, in consultation with class teachers, parents and SLT. Ultimately, in extreme cases, a short term or permanent exclusion might be necessary. Only the Head teacher can exclude a pupil and in her absence, this is delegated to the Deputy Head Teacher. The correct exclusion procedures must be followed.