



# School Behaviour Policy

Approved by: Headteacher & SLT

Last reviewed: January 2022

Next review: July 2023

## **Introduction**

It is our aim at Gaskell Primary School to create and maintain a secure, happy, calm and safe environment throughout the school, in which all children learn well, and staff deliver quality lessons. To support this, we have developed a whole school approach to encourage a high standard of behaviour set within an ethos of positive behaviour management.

This policy addresses both the promotion of positive behaviour, in accordance with our school's general aims and ethos, in relation to children's personal, social and moral development and prepares them for responsibilities of adult life. Good behaviour underpins effective learning, and encourages good personal and social skills for life into adulthood. We encourage positive behaviour through the teaching of PSHE, SMSC and our assembly themes.

We regard it to be a highly important aspect of children's education and development that they learn to behave well towards others and towards the community in which they live.

We expect pupils to adhere to high standards of behaviour, which contribute to effective learning, and to do their best in everything they attempt. Behaviour which, in any way, disrupts learning, is unacceptable in our school, and, through the constant promotion of positive behaviour, we seek to minimise, or not eliminate any such behaviour. Alongside this policy, we are an inclusive school and endeavour to meet the needs of all children, including those with emotional and behavioural difficulties.

## **Aims**

- To develop relationships based on a mutual respect between members of the schools inclusive community.
- To ensure everyone has a responsibility that learning is the priority and follow the rules and procedures of the school
- To develop in pupils a sense of self behavioural management and responsibility for their own actions
- To create a climate where everyone takes pride in, and has concern for, the school environment
- To encourage staff to have a whole school responsibility for the behaviour of all pupils at all times
- To promote a positive image of the school through contributing positively to the wider community
- To inform and cooperate with parents / carers about their child's positive or negative behaviour patterns to gain their support

## **The role of Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 3 for a behaviour log)

The senior leadership team will support staff in responding to behaviour incidents.

## **The Role of Parents**

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

## **Classroom management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules (which will have been created with the children in each class each year)
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

Where possible we feel that the emphasis with regard to behaviour management in school should be on the positive approach of encouragement and praise. The class rules will be agreed at the beginning of the year, in agreement with the children, and will be reviewed and updated during

the year if required. The usual practice of praise for good work and behaviour, which is an important part of our professional role will continue. Staff are free to develop their own 'Rewards and sanctions' systems but the **Traffic Light System** should be operated in every classroom from Year 1 onwards. EYFS and nursery have their own age appropriate rewards and sanctions which include a brief time out on a thinking chair.

### **THE TRAFFIC LIGHT SYSTEM**

- **All children start each lesson / day on the Green traffic light**
- **Child moves to Amber** if tactics employed by the teacher, following the level of distraction, have not worked and the child has been spoken to **more than a couple** of times.
- If the behaviour improves, the child returns to **Green**
- **Child moves from Amber to Red** if poor behaviour continues. The child will then sit on the 'time out' system- the time allocated is age appropriate and a visual timer will be used to allow the child to recognise the amount of time they will be required to have.
- If the behaviour continues after this, the phase leader needs to be called to remove the child from the class
- Any child persistently going on **Amber or Red** should be logged on the school's **CPOMS SYSTEM**
- The Inclusion Lead (DHT) will monitor CPOMS and put necessary action in place in consultation with the head teacher and class teacher

If children reach red on the traffic lights, they must be taken by a member of staff to the Key Stage Leader or Deputy Head Teacher if they are not available.

### **Rewards and Sanctions:**

Positive behaviour will be rewarded with:

- Praise
- House Points
- Letters or phone calls home to parents
- Special responsibilities/privileges
- Individual class reward systems e.g. raffle tickets / marbles etc

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the pupil out of the class

- Expecting work to be completed at home, or at break or lunchtime
- Staying in at break or lunchtime
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- An individual behaviour Pupil Passport

### **Lunch Time and Play Time**

On the playground we expect the same standard of behaviour as in the school building. The school operates a stepped system that allows children to correct negative behaviour.

- Child is given a warning and the reason explained
- Child is asked to play in a different part of the playground or away from a certain person
- Time out is given on the wall for 5 minutes to consider how to change the behaviour.
- Child is sent to their phase leader

### **Special Educational Needs**

When a child is on the Special Educational Needs register for displaying poor behaviour, the procedure for dealing with that child may differ to our traffic light procedure. The alternative procedure will be formed in agreement with the child, their parents and the relevant school staff. The procedure will be clearly explained to all those who might have contact with the child in school.

### **Incidents of a serious nature**

Incidents of a serious nature (e.g. aggression, violence, racism) will bypass the above system and will immediately be referred to and dealt with by the head teacher or senior staff in their absence.

### **Use of Physical Intervention**

All children have the right to feel safe and secure in their surroundings. For a very small number of children, the use of safe physical intervention may be needed. Key members of school staff have the power to use reasonable force to prevent pupils causing injury to themselves, to others, or damaging property. The SLT and other key members of staff follow the positive handling approach and staff receive up to date training to embed de-escalation strategies and prevent the need for physical intervention. For the very few children who are seen as 'at risk', they are assessed by the class teacher and SENCO and if deemed appropriate these staff will liaise with parents to produce an Individual Positive Handling Plan. The need to use physical intervention is recorded and reviewed

regularly to identify any trends or issues that may be contributing to unsafe behaviour. The school uses the expertise of Aspire Behavioural Support) for individual cases if needed. (Also see the school's Challenging Behaviour Policy)

### **Malicious allegations**

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Head Teacher will discipline the pupil in accordance with this policy.

Please refer to our [safeguarding policy](#) for more information on responding to allegations of abuse.

The Head Teacher will also consider the pastoral needs of staff accused of misconduct.

### **Bullying**

<b>Type of bullying</b>	<b>Definition</b>
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

### **Fixed – term and permanent exclusions**

We are an inclusive school and do not wish to exclude any child, even when they exhibit serious behavioural difficulties. We will take every reasonable step to ensure that exclusions are avoided. However, in extreme cases, it may be necessary to exclude.

Exclusions will consider:

- Allow the child to give their version of events
- Check whether an incident was provoked
- Consider the age and state of health of the child
- Consider the child's previous record at the school
- Consider whether the child is safe at home during the exclusion period

Where exclusion is used, the school conforms to the LA and DfE guidance. The school will provide work for the child and it is the parent's responsibility to ensure the work is completed and returned to school. Fortunately, Gaskell Primary School exclusion data is extremely low and incidents are rare.