



Relationships (Behaviour) Policy

Approved by: Headteacher & SLT

Last reviewed: September 2023

Next review: July 2025

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 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, if 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.

We are building our school behaviour policy around the following statement.



Through this statement we aim to

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

Where possible we feel that the emphasis with regard to behaviour management in school should be on the positive approach of encouragement and praise. All of this should be done

with reference to our Behaviour Statement i.e. "You have shown kind hands there by picking up the chair!"

At the start of each year class will work collaboratively to work out what the statement means for their class and their part in the school. *What will it look like, sound like, feel like and what will be the result if it all goes well?*

<i>Kind hands</i>	No pushing or hitting, pick things up, push in chairs, carry things for others, write neatly etc
<i>Kind words</i>	Ask politely with please/thankyou , no name-calling, tell someone something they have done well
<i>Kind hearts</i>	Play together, show empathy, want to be the best
<i>Be kind to yourself</i>	Find an outlet to talk to, eat well, exercise, drink water

Staff behaviours and management of child behaviour

All adults in school need to be aware of the impact of their voice when dealing with behaviours. **Shouting should only be done if there is a dangerous situation.** There may be a need for a raised voice when working outside. Shouting in a classroom can have an adverse effect on all the other children in the room. Most of the effective behaviour management can be done without the need to raise voices.

Silent signals are to be used in all lessons and should be brought into the rest of school life to bring consistency of approach.

- [Praise children](#) for routines they do quickly and quietly. However, once children know the routines, acknowledge their co-operation with a nod, a smile or a thank you.
- [Team stop signal](#) prepares children for next activity so. In class this can just be a single palm up. (In PE this is 2 claps and a ready stance with both palms up) The stop signal is used at playtime, in assembly, in lessons, during transitions, at lunchtime, on trips and in staff meetings. Practise until children respond in under five seconds and in silence
- [1, 2, 3 signal](#) Move the children silently from carpet to table in under 15 seconds.
 - Hold up one finger: children stand.
 - Hold up two fingers: children walk and stand behind their chairs.
 - Hold up three fingers: children sit down and prepare to read or write.

And in reverse, move the children from table to carpet in under 15 seconds.

- Hold up one finger: children stand behind their chairs.
 - Hold up two fingers: children walk to carpet.
 - Hold up three fingers: children sit down beside their partners
- [Magnet eyes](#) When you want to be sure the children are listening, point to your eyes with two fingers. This indicates that their eyes should be on yours and their bodies still.

House Points will be used as rewards for good behaviours which will feed into the House Points Awards. Winning Houses will get half-termly rewards. In EYFS a star/sticker system will reward the behaviours immediately at the point of acknowledgement.

House Points can be given where pupils have shown good examples of 'kindness' to others around school – without adult prompting. In our Star of the Week Assemblies examples of good behaviours will be highlighted. Examples of these could be...

<i>Holding doors open for others</i>	1 HP
<i>Tidying the library shelves on the way past</i>	2 HP
<i>Picking up another child who has fallen on the playground</i>	5 HP
<i>'Above and beyond' homework</i>	5 HP (and shown to HT)

In dealing with behaviours where children have erred from the Behaviour Statement this needs to be tackled initially by the member of staff who notice it. All staff are expected to promote the Behaviour Statement and use it when dealing with poor behaviour. Use the Behaviour Statement in reflection with the children and work out what other choices could have been made.

Whilst some low-level behaviours can be dealt with in isolation we also use the CPOMS system to build up a picture of a child if there is regular behaviour incidents. All staff have responsibility to record incidents of note. ***The person who initially sees or deals with the behaviour incident is the person responsible for recording it on CPOMS.*** Lunchtime staff will report incidents to the class teachers at the hand-over at the end of lunchtime. If you are unsure then initially talk to the class teachers, SENDCo or SLT. Regular training is provided for staff. This can be used in any legal action so it is important it is done correctly.

Concerns about continual low-level behaviours can be referred to the Wellbeing Mentor who has the options to have one-to-one chats, run small group sessions, work with child/parents to resolve any issue.

Restorative Justice

We are developing a better understanding of the role of restorative justice in teaching children about behaviour consequences. At Gaskell this can take the form of anything from a simple sorry card / letter to helping clean the minibuses or wash PE equipment. The two fold aim is to both remind the child that upset has been caused but also gives them a chance to help in their Gaskell community.

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. 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. Visual display cards linked to our Behaviour Statement are provided by SENDCo for those children who require them.

Incidents of a serious nature

Incidents of a serious nature (e.g. aggression, violence, racism, bullying) will bypass the above system and will immediately be referred to and dealt with by the head teacher or senior staff in her absence. They will have the option to work with the child, Class Teacher and Wellbeing Mentor to create an Individual Behaviour Plan.

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 following Bolton LA Policies and Procedures.

Exclusions will consider:

- Allowing 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

Be kind

Kind hands

Kind words

Kind hearts

Be kind to yourself.

Gaskell Behaviour Policy - Flowchart of Involvement

