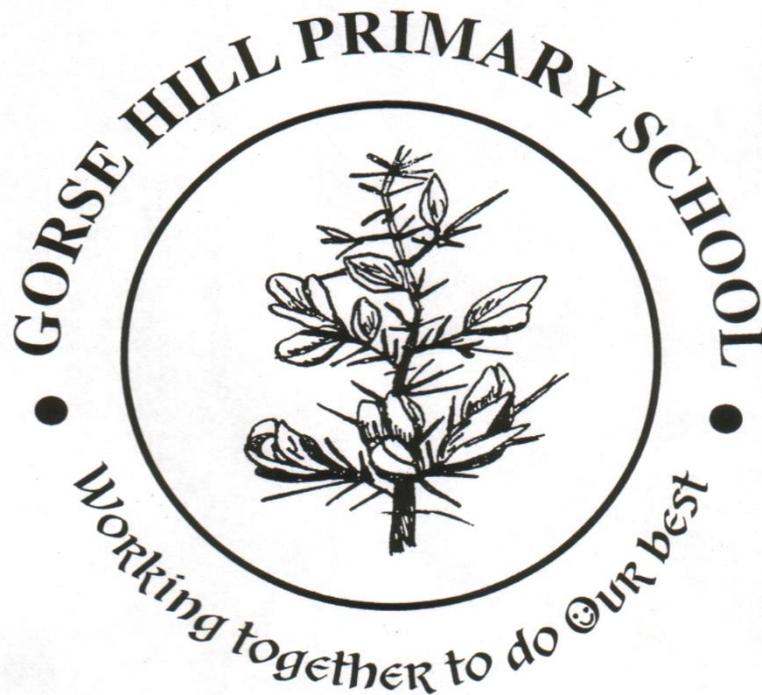


# Gorse Hill Primary School



## Behaviour and Discipline Policy

September 2015

## **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 with 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 space for them to regulate themselves and calm.

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.

### **Traffic Light System**

This is used to manage low level, disruptive behaviour that interrupts learning and doesn't follow class rules.

Fresh start : All children start on green at the beginning of every lesson.

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

Amber : If the child continues with the behaviour then they are moved onto Amber by an adult. Explain why this has happened and that they have lost 5 minutes of play time or choosing time in Nursery/Reception. Remind them of the possible outcomes of their choices.

A child who is on amber may move back to green by showing an improvement in the same behaviour.

Red : If the child continues with the behaviour then they are moved to red by an adult. Explain why this has happened and that they have lost 10 minutes playtime and 5 minutes golden time as a consequence. 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.

A child who is on red may move back to amber, and green, by showing an improvement in the same behaviour. They still miss the playtime and Golden Time they have lost.

### **Red Cards**

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 receive a 'red card'.

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

When a child receives a 'red card' they are given a reflection sheet to complete in their buddy class (partner year group) and are adapted for KS1 and KS2. The teacher in the buddy class may talk through the reflection 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 Reflection sheet with the child, and explain they will be missing their next playtime. Where necessary a member of SLT will be informed. Reflection sheets are to be copied and sent home with the child, the original will be kept in a class file.

When any child receives a red card their 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 that led to the Red Card 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. 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 traffic light to improve their behaviour (unless behaviour is a red card) before placing a child's name in the behaviour log.

### **Always rewards**

Children who remain on Green for a session/day can be rewarded with stickers, house points etc. All children who have remained on green for a whole week are asked to stand up and be verbally praised in Good News assembly.

Half termly behaviour treats – to encourage positive behaviour and to reward those children who make an effort to behave well. Children are eligible to attend the

behaviour treat if they DO NOT have their name in the behaviour log during half term. The Headteacher, in consultation with the class teacher will decide whether the child will be given an additional chance to improve their behaviour before the behaviour treat is lost.

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

Children who have remained on green for a whole half term are rewarded with a 'treat experience' within school. For example, ice cream van and film in hall, wet and wild days, taking part in a workshop by an outside agency or a musical experience etc. These are kept as a surprise for the children.

## **Rewards**

In addition to rewards for remaining on green, 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 :**

- House points are awarded for good behaviour, good work, kind acts, good manners etc. Extra play will be awarded on a weekly basis to the winning team.
- Teacher awards – stickers, certificates.
- Lunchtime staff will award raffle tickets to children that behave well at lunchtime in the hall and playground. The winning ticket will win a prize during our reward assembly on Friday.

**Teachers are also able to generate their own preferred reward systems for their class, alongside the traffic light 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 traffic light 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 Headteacher.

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

Time Out : A reflection (safe) 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 Traffic Light 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 and awarding of raffle tickets. One of these is picked during Golden Assembly and the child receives a treat as a prize.

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, bracelets home to inform parents of good behaviour.
- Talk to parents at the end of the day.
- Parent's Evenings.

Reflection sheets will be sent home to make parents/carers aware that their child has had a red card today and that their behaviour has been unacceptable today.

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 on amber, red or given red cards, 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 Headteacher can exclude a pupil. The correct exclusion procedures must be followed.

Ratified by Governors: July 2015

This policy will be reviewed every 2 years.

Date of next review: Summer 2017