

GILTHILL PRIMARY SCHOOL



Behaviour Policy 2018

Review Spring 2019

2018

Gilthill School Behaviour Policy

Our aim for Gilthill School is to be recognised as a well-ordered society where standards of behaviour are excellent and are built upon feelings of mutual respect between adults and children.

We are a caring school where: children feel safe, valued and happy, they learn to behave appropriately in a variety of situations; bullying and racism are seen as completely unacceptable. We work together with parents, governors and members of the community to ensure that children know the difference between right and wrong.

We believe it is important to teach children in an atmosphere of warmth and support, celebrating their achievements, so that they can grow in confidence, feel valued and develop positive self-esteem.

We believe:

- Children should enjoy school and be part of a happy and caring atmosphere
- Children have a right to learn and progress
- Teachers must be able to teach without having to stop for those who misbehave
- Children should be treated with fairness and consistency
- Good work and behaviour should be encouraged

To help us achieve our aim we have agreed three key expectations for the children to remember. The children discuss on a regular basis what it means to be ready, respectful and safe in different situations.

Ready	Respectful	Safe
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We aim to celebrate and promote a caring family atmosphere across our community. We all have a responsibility to contribute to this.

The role of the adults in school

- To develop positive relationships based on mutual respect for all
- Positively approach children from all classes to build up good relationships
- Be a good role model to demonstrate and reinforce the behaviour expectations
- Celebrate and reward good behaviour
- Ensure time is set aside to promote children's social, emotional and behavioural skills, teaching the language of sharing and co-operation, choice and consequences
- Follow the clear systems for dealing with positive and negative behaviour ensuring consistency in actions and language
- Take time to discuss children's action after an event
- Follow the correct procedure for recording incidents and specific concerns

The role of the children

- Know what it means to be 'Ready, Respectful and Safe' and how these apply to different situations e.g. classroom, playground, lunchtime and trips
- Show they care, have respect, for themselves and others showing respect for race, religion, and the cultures of others
- Show they have respect for their surroundings and the belongings of others
- Recognise their own achievements and be proud of themselves and the achievements of others
- Recognise that it is their responsibility to be ready to learn
- Learn the value of friendship to co-operate and have respect for each other
- Know how to be ready to listen to others around them
- Know the importance of telling the truth and being able to sort out an issue straight away
- Know how to keep themselves and others safe in different situations

The role of the parents

- Discuss with their child how to be 'Ready, Respectful and Safe' in different situations
- Help their child understand that they need to be responsible for looking after themselves and taking responsibility for their own actions
- Celebrate their child's achievements and show an interest in school life
- Work with the school to model and develop good behaviour
- Help their child arrive at school on time and be well equipped for all activities
- Attend meetings and work together with the adults in school

Equal Opportunities

We aim to help all children to reach their full potential regardless of race, (which includes colour, nationality and ethnic or national origins) religion, age, disability or gender.

As a school, we promote equal opportunities for all and good race relations, valuing difference and diversity. We are committed to creating a positive climate that will enable everyone to work free from intimidation and harassment and to achieve their full potential. We appreciate the richness within our differences and look for ways of celebrating and understanding them better. We positively promote different role models to the children. We enable the children to express and challenge different views and have a positive understanding of the culture and lives of others.

Teachers have the statutory authority to discipline pupils whose behaviour is unacceptable, who do not follow our expectations or who fail to follow a reasonable instruction. The power also applies to all paid staff with responsibility for pupils, such as teaching assistants or MSA's.

Teachers can discipline pupils at any time while the pupil is in school or elsewhere under the charge of a teacher, including on school visits.

REWARDS

Children will be rewarded for maintaining good behaviour and going above and beyond expectations.

1. Children can achieve certificates for good, expected behaviour each term

Autumn- Bronze certificate and special sticker

Spring- Silver certificate and special sticker

Summer- Gold certificate and special sticker

2. Each school year is a fresh start.

3. Each class teacher will use extra strategies to reinforce positive behaviour and encourage working co-operatively. All classes use Class Dojo which enables children to receive points during the day. Parents receive an update of the dojo points each week.

Each class teacher and the children will set out specific class expectations for behaviour at the beginning of each year. Specific class rewards may also be used.

SANCTIONS

It is necessary to have appropriate sanctions for children who do not meet the expectations and do not learn the rules and boundaries we have in school. These cumulative sanctions will be given in the order below. Children will be able to make a new start every day.

1. A verbal reminder will be given.
2. A verbal reminder plus a time out in another area may be given at this time. This could be a specific place in the classroom, outside the classroom or in another classroom
3. The child could then lose a playtime and have to discuss their activities with a member of staff or the Headteacher
4. If there continues to be a pattern of inappropriate behaviour, the class teacher will contact parents/carers. The class teacher will contact the parents and they will discuss the child's behaviour and how they can become ready to learn in the class environment.
5. Following an incident, the adults in school will discuss the child's feelings and actions. They will also enable the child to have an understanding of how their actions have affected others and how they can do things differently next time.

The playground

1. The teacher will give the child a verbal warning or a time out on the playground unless the behaviour is very inappropriate in which case the teacher will move straight to point 2.
2. The child will be sent into the school for the rest of the break.
3. The child will miss another break to discuss their behaviour

Lunchtimes

1. A verbal reminder given to a child to make sure they are being 'Ready, Respectful and Safe.' e.g. 'Are you playing a safe game?' 'Will everybody be safe in your game?'
2. A verbal warning (given by the person dealing with the misdemeanour).
3. If inappropriate behaviour continues, the MSA will give the child a time out either walking around with the MSA and discussing their actions or sitting out of the play for a timeout period.
4. If the child continues to misbehave or the behaviour is very inappropriate, the MSA will send them into school to discuss their actions with the class teacher, or the Headteacher.
5. If a child continues with inappropriate behaviour at lunchtimes, parents will be contacted to discuss strategies to help the child during lunchtime breaks.

6. The lunchtime staff will report incidents to the class teachers (and the headteacher if necessary)

SEVERE BEHAVIOUR

An example of this is a physical or verbal assault towards another child or member of staff, damaging school property and/or a refusal to accept sanctions. Appropriate physical intervention by adults in school is covered in our Physical Intervention Policy.

If this happens, the headteacher will be sent for **immediately**. The parents/carers will be informed. If the misbehaviour is considered serious enough, exclusion from school will be considered.

BULLYING

Check list for the children

A bully is someone who persistently **wants** to hurt you. S/he may call you names, threaten you or hurt you physically.

If someone is bullying you at school, you **must tell** an adult, as you will need help to sort this problem out. You could tell your teacher, a dinner lady or the people who care for you at home.

If you know that another child is being bullied, then you can help by telling an adult.

Your teachers will provide class time to talk about how we can look after each other and show respect for others.

If the school adults are told about a bully or bullying incidents in or out of school, then action will be taken as soon as possible. His/her parents/carers will be contacted so that the situation can be discussed. Your parents will be contacted too. The bully will be told that bullying is wrong and s/he will receive the relevant sanctions.

A message for parents/carers

If your child exhibits some of the following symptoms then s/he may be worried about something at school – s/he may be being bullied:

- * Headaches
- * Nausea
- * Bedwetting
- * Anxiety
- * Confusion
- * Guilt
- * Irritability
- * Sleeplessness
- * Weight loss
- * Anger
- * Fear
- * Embarrassment
- * Low self-esteem

If you suspect that your child is being bullied then please tell us straight away. S/he will need reassurance and the bully will need to be dealt with.

Children and parents are encouraged to share any worries they have at an early stage so that action can be taken immediately. Children may choose to talk to any member of staff they wish and/or put a written note forward to class council. Parents are encouraged to inform their child's class teacher or the head/deputy head of any concerns they have by letter, a phone call, or a visit to school. Any report will be investigated and taken seriously. Complainants will be informed of the outcome and the appropriate sanctions applied up to and including exclusion.

I/We (*parent/Carers name*)

have read the Gilthill Behaviour Booklet and agree to support my/our child/ren in this.

Child

Class

Child

Class

Signed (*parent/carer*)

Date