

Gillamoor Church of England (VC) Primary School

Where God's love is sown, grown and taken home.

Our Mission Statement

Our School community aims to inspire and nurture the love of learning and to develop the full potential of all, within a distinctly Christian environment.

The core Christian values we embrace and foster are: Loving and Caring, Courage, Compassion, Honesty, Thankfulness, Generosity, Respect and Forgiveness.

Policy for Behaviour Management

Rationale At Gillamoor CE school we believe children thrive in a caring, secure environment where they are valued as individuals whilst caring for others within the school community. Through praise and encouragement, we aim to provide positive, consistent guidance for children as they develop self-awareness and responsibility for their own actions, creating secure foundations for future happiness and well-being. Christian principles of Respect and 'treating others as we would wish to be treated', is central to the ethos of our school.

AIMS

Our school aims to

- promote pupils' self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school and in the community.
- develop their ability to relate to others and work for the common good.
- provide an effective teaching and learning environment where all learners feel valued, cared for and safe. This happens if everyone is behaving in a way which contributes to a positive learning environment.
- become independent whilst being aware of the needs of others.
- become tolerant whilst understanding the difference between right and wrong.
- develop responsibility for their own actions.
- develop self-motivation to be the best they can be whilst celebrating and appreciating the skills of others.
- be aware of the choices necessary for good friendships and behaviour to be sustained.

Our school values (above) are an integral part of this environment and are used as our reference point when referring to behaviour: **positive behaviour** follows some or all of our values and therefore is praised and promoted; **negative behaviour** is discouraged because it deviates from our values in such a way as to undermine our school values.

The pupils support and contribute to these values by making positive choices and behaving appropriately. However, as in many schools, there are times when individuals who, for a variety of complex reasons, have difficulty following the rules and present more challenging behaviour. Generally, at these times these pupils require a wide range of approaches to help support them in school. It is important to create and maintain as far as possible a purposeful, orderly and safe learning environment for all pupils, including those with social, emotional and behavioural difficulties.

Positive Behaviour and Rewards Procedures

Positive attitudes and behaviour are encouraged and achieved by clear expectations, frequent acknowledgement of children's positive behaviour and a small number of simple rules with reasonable disciplinary sanctions.

All staff will ensure that this policy is applied consistently and fairly in dealing with all pupils so as to promote personal responsibility towards each other and the whole school community. We do

however; acknowledge that all children are unique individuals and that there will be occasions when different strategies will need to be employed, in order to achieve the most effective outcome.

Positive Behaviour Modelling

Positive attitudes and behaviour are encouraged and modelled by all school staff and we have created a number of regular learning opportunities where this behaviour is encouraged and fostered:

- Class/whole school discussion – where all children are given the opportunity to discuss, review and focus on various aspects of life in school
- Worship time/Assemblies – children are encouraged to reflect on aspects of life from different cultures around the world as well as from our own culture
- Achievement/Sharing assemblies
- Social Skills/Emotional Literacy Groups – Members of staff meet regularly with children who have been identified as having difficulties with social interaction
- PSHE Programme – All year groups undertake regular PSHE and drama activities as a tool for exploring and expressing emotions

Children are encouraged to be:

- gentle, kind and helpful
- friendly and polite
- respect others
- listen to others
- honest
- work hard
- look after property

Staff will help children by:

- modelling appropriate behaviour
- praising the children for good behaviour
- being prepared to listen and find out what has happened
- giving the child opportunity to explain what happened
- being fair and consistent
- staying calm, avoid confrontation
- if necessary give time for children to calm down and remove child from situation
- speaking quietly and clearly
- enter any incident into Incident Book if appropriate

Rewards

Children who have behaved appropriately and in a caring way will be praised and rewarded. This positive approach, rather than negative criticism, forms the basis of this policy. Rewards can be given in many ways and should adhere to the following guidelines:

- They are used regularly without being overused so as to make them meaningless
- They are given as they are earned, whenever possible
- All children have equal access to rewards
- Rewards should be relevant and meaningful to the child
- Children need to be clear as to why a reward has been given
- Where possible, use of rewards should enhance home-school links

At Gillamoor CE Primary we recognise different levels of reward; they all act as **incentives** to continue to follow and as tangible means to recognise, appreciate and **praise** behaviours which exemplify our school values.

Good behaviour will be recognised through praise and rewards:

- verbal praise at any appropriate time of the day
- verbal praise in assembly
- certificates as appropriate. These maybe given at Friday assemblies or at the end of half term

There is a whole-school approach to rewards which are consistently applied through school.

Individuals: Half termly certificates are given for a variety good behaviours in school. Each class celebrates outstanding work in the Sharing Assembly on Fridays. Attendance is celebrated through attendance certificates given yearly.

Classes: At the beginning of the year each class teacher works with the children to devise their own class rules appropriate to that group. These are displayed in the classroom. A variety of reward systems are used. Classes may be rewarded with Golden Time; Golden Time is a period of time spent on an activity chosen by the children.

Groups: Individuals may be grouped into a number of teams, especially in Key Stage 2, in order to promote co-operation and mutual support. Groups may be rewarded.

UNACCEPTABLE BEHAVIOUR

Disincentives to unacceptable behaviour

Children who behave inappropriately will be presented with a series of sanctions. It is our belief that sanctions consistently and firmly applied will result in boundaries being clearly drawn and therefore good behaviour promoted. It is important to remember at all times to criticise and target the behaviour and not the child. There will be different levels as follows:

- Praise: Praise those children sitting nearby showing appropriate behaviour
- Non-verbal: A glare, shake of the head, raised eyebrow, hand gesture,
- Verbal: General reminder to every one of the class rules
- Verbal warning: A Clear concise message. 'X', if you carry on with 'Y' behaviour then 'Z' will happen to you
- Time out to reflect on actions: A child is asked to move from their seat to another, where they will have a clear explanation of the behaviour required from them to return to their original seat.

In all these possible strategies once the child has successfully completed their sanction they should be given a positive comment. If a child refuses to comply, the class teacher will decide an appropriate sanction from the list below:

- Loss of playtime
- Loss of privilege, eg special helper
- Written apology

For certain unacceptable behaviours parents will be contacted:

- Fighting
- Bullying behaviour, including racism
- Bad language, directed at an adult
- Defiance
- Damaging school or others' property

In all situations staff will use their own judgement to deal with an incident and determine the appropriate sanction depending on the age of the child, nature of the behaviour, frequency of occurrence and the impact on other children.

Pupils who persistently fail to respond to the school's behaviour policy or endanger the safety of themselves or others.

It is possible that there may be circumstances where adherence to the behaviour policy and guidelines has failed to be effective. In this case the Headteacher will contact parents and invite them to a meeting with the class teacher, to work together to meet the needs of the child and improve behaviour. Frequent and persistent poor behaviour will result in the child being monitored in close cooperation with parents. A Behaviour Book or chart may be used to record progress or further incidents. An Individual Behaviour Plan will be devised and discussed with parents. Incident forms will be completed and all staff including Teaching Assistants and Mid-Day Supervisors will be informed of the situation to ensure consistency of approach.

In some cases it may be appropriate to seek external advice and support through NYCC Enhanced Mainstream School (EMS) Behaviour Centre. This will be with the full consent of parents and when various strategies have been tried.

Exclusion

In cases of persistently poor behaviour or in the event of a serious incident a child may be temporarily excluded for a set period of days or lunchtimes. Permanent exclusion would only be considered in extreme cases after all other options have been considered. Any such exclusion will be in accordance with NYCC Policy and with full knowledge of Governors. The school follows the DfE guidance - Improving behaviour and attendance.

Equality of Opportunity

Gillamoor CE Primary school strives to ensure equality of opportunity in all that it does. 'Equality' does not, however, involve the application of rewards and sanctions in a blanket, equal way. Instead, we recognise Ofsted findings:

A significant proportion of pupils with difficult behaviour have SEN and face disadvantage and disturbance in their family lives. Many have poor language skills. As such, we believe that individuals and their behaviours must be treated with reference to the 'whole picture' in order to give our pupils true equality of opportunity in life

Unacceptable behaviour includes:

Physical Aggression

- Pushing
- Kicking
- Tripping
- Grabbing
- Nipping, deliberately hurting someone.
- Spitting

Verbal Aggression

- Name calling
- Shouting aggressively
- Swearing
- Rudeness

Inappropriate Behaviour

- Interrupting
- Talking when others are talking.
- Calling out.
- Distracting others.
- Stealing
- Telling lies.
- Disregard for property

The Parents / Guardians

At Gillamoor CE Primary school, a high priority is working with parents. Parents are encouraged to become involved in the life of the school and are kept fully informed of the school's policies, actions and events. Parents, the school and children are asked to sign a home school agreement. Parents have a legal right to view this policy. Parents support us in the behaviour management processes.

Policy completed: November 2017

Co-ordinator responsible: A Tweddle

Date of next review: September 2019