



# Behaviour For Learning Policy

Last Reviewed: September 2017

**'Good Behaviour is a pre-requisite for effective learning'**

This policy is designed to rationalise discipline and promote good behaviour within the school to create consistency and ensure fairness. It aims to create a consensus of purpose, so that all members of the school community know exactly where they stand, what behaviour will be tolerated and what will not.

## **Gillibrand Primary School high standards... high status... high expectations**

### **Mission statement**

At Gillibrand Primary School we encourage our children to be happy, to be confident and to believe that they can succeed. To achieve this, our curriculum embraces:

**Community** – our school sees itself as a central part of the community.

**Arts and Culture** – developing an appreciation for Music, Drama, Dance, Art and Cultural Diversity.

**Aspirations** – enabling all pupils to encounter possibilities that they may aspire to.

**We strive for:**

**high standards** from everyone involved in the school;

**high status** for every person as an individual and

**high expectations** of every child as they strive to further develop their knowledge, skills & understanding and build on their previous successes.

### **Aims**

The aims of Gillibrand Primary School are:

- to teach the knowledge and skills relevant to the individual needs of all our pupils.
- to develop positive attitudes towards learning so that our pupils may grow in confidence and strive for even greater levels of achievement.
- to provide a caring environment where self-discipline, respect for others and good manners are valued and encouraged.
- to provide an exciting, stimulating and challenging curriculum that is broad and balanced.
- to develop positive links with parents, governors, children, staff and the wider community to enable the school to play a full and active role in the community which it serves.
- to celebrate achievement.

These aims relate directly to behaviour and discipline in school. They should always be reflected in classroom practice and in the varied activities that take place within the life of the school.

This policy has been compiled by all staff, parents, governors and pupils. The following rights and responsibilities of pupils and staff have been identified.

## **Staff Rights**

- To be treated with respect
- To be allowed to teach effectively
- Personal safety
- To protect children from harm
- To gain job satisfaction
- To have a safe, happy working environment
- Effective training and development
- Support from senior management, colleagues and parents

## **Staff Responsibilities**

- To treat others with respect
- To listen to children and respect their culture, views and opinions
- To be a good role model, creating a positive ethos by the way we dress, by our attitude towards others, how we speak to people and how we display children's work
- To have high expectations
- To provide a tidy, organised and safe learning environment
- To maintain security and ensure potential risks are reported
- To teach effectively and maintain and organise resources
- To keep parents informed and work in partnership with them
- To celebrate achievement
- To maintain high professional standards and support colleagues
- To make effective use of training and development opportunities

## **Pupil Rights**

- To be listened to, and allowed to explain and express themselves
- To be treated equally and with respect, regardless of individual differences
- A safe environment
- A well organised classroom
- A quiet and purposeful working environment
- Praise and encouragement
- An enjoyable school experience

## **Pupil Responsibilities**

- To listen to others
- To treat everyone equally, and with respect, regardless of individual differences
- To allow others to listen, learn and get on with their work
- To complete work and homework
- To move around school carefully, considering the safety of others
- To sort out disagreements without fighting
- To be tidy and well organised, and responsible for their own possessions
- To work in a quiet and purposeful way, maximising learning opportunities
- To have high expectations of themselves and others
- To celebrate achievement, both theirs and their peers

Rights do not exist in a vacuum, they can only happen if others take responsibility for protecting their rights. All sections of the school community at Gillibrand have rights, and therefore responsibilities. These rights and responsibilities are also reflected in the school's 'Home School Agreement' (see appendices).

**'We all benefit when we all behave well'**

## **How we encourage good behaviour**

Class rules are discussed with each class at the beginning of the academic year and referred to on a regular basis in the classroom.

Staff and governors at Gillibrand recognise that the following factors encourage good pupil behaviour, therefore we will aim to ensure that these are in place:

- A well ordered, safe environment
- Appropriate tasks and stimulating tasks
- Good classroom management
- Positive peer group pressure
- Positive feedback and rewards – lots of praise and encouragement
- Parental support
- Equal gender expectations
- Positive self esteem
- Self discipline
- A system of reporting worries
- Clear boundaries; expectations and consequences
- Positive role model
- An enjoyable experience
- A calm atmosphere

But we also recognise that the following factors are possible causes of misbehaviour, and so will aim to eliminate, negate or make allowances for these factors where possible:

- Less structured environment
- Inappropriate work
- Negative peer group pressure
- Lack of parental support
- Unequal gender expectations
- External factors (eg social factors)
- Inconsistent sanctions, conflicting messages
- A negative approach from adults
- Seeking attention
- Poor self esteem
- Learned behaviour
- Physical factors – poor diet, fatigue
- Immaturity – lack of self discipline
- Medical, psychological reasons

The following rewards systems are also in place at Gillibrand to encourage good work and behaviour;

- Stamps, stickers and stars: staff use stamps, stickers and stars to celebrate achievement and success.
- Children earn Dojos for a number of agreed criteria which are consistent within each Key Stage i.e. good manners, good playground behaviour, following instructions.
- Dojo Champions are chosen every term from each Key Stage.
- Winners receive a prize - £15 voucher.
- 'Star of the Week' letters sent home to parents for particularly good work
- 'Star of the Week' certificates (1 per class) presented in 'Achievement Assembly' each Friday
- 'Well Done' postcards are sent home to celebrate effort, success and good behaviour.
- Headteacher's Award presented to children in assembly
- Responsible jobs around school.
- Medals awarded for reading/maths/spelling/ outstanding achievement/special award

The staff and Governors of Gillibrand Primary School decided to introduce The Behaviour Management Policy in the belief that:

- Our children have the right to expect a well-ordered and positive learning environment in which their efforts and achievements are recognised and rewarded.
- All our children are capable of behaving appropriately and making good choices.

- It is the job of the staff to communicate expectations clearly and to maintain the orderly and positive environment necessary for learning to take place.

In order for this policy to be successful at Gillibrand, it is important that both the parents and the school work together in ensuring that the appropriate standards of behaviour of all pupils are met.

## **Behaviour For Learning Policy**

### **AIM**

To implement a system for managing behaviour that is:

- Understood by parents, pupils and staff
- Clearly states expected behaviour
- Encourages good behaviour by using rewards as positive reinforcements
- Defines the consequences of unacceptable behaviour
- Enforces the consequences fairly and consistently

**RULES** - define the behaviour expected of **all** pupils by **all** staff.

**CONSEQUENCES** – to be applied to **all** pupils by **all** staff.

**REWARDS** - to be awarded by **all** staff to **all** pupils who are not given a consequence.

### **RULES**

- Follow instructions
- Keep hands, feet and objects to yourself
- Walk calmly in school
- Use good manners

### **CONSEQUENCES**

1. Warning
2. Name is written in the 'Think Bubble'
3. Red Dojo
4. 10 minutes time out elsewhere
5. KS leader involvement
6. Deputy Headteacher involvement
7. Head teacher involvement and Parental involvement

### **SEVERE CLAUSE**

The following behaviour will immediately lead to the involvement of the Headteacher and parents:

- Any behaviour which threatens the safety of other people
- Any behaviour which results in the deliberate damage of school property or the property of others.

**Should incidents of misbehaviour persist, a fixed period exclusion from school will be considered. Serious breaches of the school's Behaviour Management Policy or if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school will result in a permanent exclusion.**

## REWARDS

- Praise
- Behaviour rewards eg: stickers, certificates, badges
- Points for class treats
- Positive letters home
- Individual behaviour awards
- Celebration postcards
- 'Ask me why' stickers
- Medals

## **The Headteacher's Role**

The Headteacher has the overall responsibility for discipline throughout the school. She sets the ethos of the school by her actions, and should demonstrate good practice when dealing with children, giving the correct lead to other members of staff. She is also obviously the ultimate deterrent and reward for children, as visits to the Headteacher can be either rewarding or uncomfortable for them. In either case, this option should not be overplayed by staff, as the effect can be diminished by overuse.

The main elements of the Headteacher's role are:

- To support staff in their efforts to maintain a disciplined environment
- To record serious incidents of misbehaviour and bring these to the attention of parents and to take appropriate action
- To give advice on particular strategies to use when dealing with children who are causing problems
- To liaise with parents, governors and other agencies if the need arises, to improve the behaviour of particular children

## **The Governors' Role**

The Headteacher has a statutory responsibility for taking measures to secure good behaviour, but the governors have power to draw up a written statement of general principles to guide the head. Because of the breadth of interest it represents, the governing body can give valuable help in setting high standards  
*School Governors: A Guide to the Law (DfEE)*

Governors at Gillibrand have a three-fold role:

- To support the Headteacher and staff whenever possible in disciplinary matters by appreciating pressures put upon the staff, and understanding the difficult nature of the job.
- To communicate to the head and all the staff the high standards of behaviour they expect.
- To act as an independent body to which parents can appeal in the event of a dispute.

## **The Role of the Welfare Staff**

Welfare Staff need to be familiar with the contents of this policy as their job is to continue this approach to discipline over lunchtime.

Repeated misbehaviour should be reported to the appropriate class teacher and recorded in Lunchtime Behaviour book.

Any serious misbehaviour should be reported to **Mrs Davenport, the Deputy Headteacher or directly to the Headteacher.**

Respect for all stakeholders, children and adults, must be a priority within this policy.

# Unacceptable Behaviour in the playground

Minor misbehaviour - can be effectively managed by Welfare Staff

Very serious misbehaviours – Headteacher or Deputy need to be involved

## Minor to Moderate Misbehaviour

- Teasing
- Spoiling other children's games
- Telling tales
- Running inside
- Arguing with peers
- Name calling (NB – all racist name calling must be reported and will be recorded)
- Play-fighting
- Cheekiness
- Swearing at pupils
- Hitting back (on parents orders)
- Fighting - squabbles

## Very Serious Misbehaviours

- Running out of school
- Extortion
- Rudeness to staff , verbal abuse and swearing at staff
- Biting
- Bullying
- Graffiti
- Vandalism
- Vicious Kicking
- Fighting / thuggery
- Dangerous refusal to follow instructions
- Racial abuse
- Homophobic comments
- Stealing
- Physical abuse of staff

Very serious misbehaviours must immediately be brought to the attention of the Deputy Headteacher/Headteacher. All serious incidents must be recorded on Toot Toot and all evidence attached online.

The following actions may then be taken, depending on the seriousness of the incident:

1. Headteacher investigates.

Record on an Incident Report Form/Toot Toot and ask the child to complete a 'Think Sheet' considering their actions.

Class teacher informs parents of the incident/concerns about their child's behaviour in a note home, informal meeting after school or by phone.

2. If the misbehaviour continues the Headteacher will write a formal letter home, inviting parents into school to discuss the matter.

3. The pupil is put on report for feedback to the Headteacher and parents, with a review after an agreed period of time.

4. Sanctions are applied such as a loss of privileges, jobs and responsibilities for a fixed period of time.

# Rewards

At Gillibrand we feel that it is important that good behaviour is rewarded.

Welfare staff are encouraged to report particularly good behaviour and politeness to staff as well as misdemeanours.

Please Remember:

- **If you speak to children in a calm and positive manner, you are more likely to get a positive response.**
- **The children will respect you if you are fair and show them respect**
- **It is important to chat to the children and interact with them, so that you are not seen as the person who only speaks to them when they are in trouble**
- **It is important that Welfare Staff are alert to what is happening in the playground. Often incidents can be avoided by timely **INTERVENTION**.**

## Special Educational Needs

### Emotional & Behavioural Difficulties (BESD)

Staff at Gillibrand will always use extreme care and sensitivity when dealing with pupils with emotional and behavioural difficulties. Confrontations are stressful and unproductive for teachers and pupils alike. The suggestions below may help in planning strategies for dealing with these children, but we should always remember that every child and every situation is individual and unique. What works once, or with a particular child, may well be changed or adapted for other situations or children.

#### □ Classroom management and organisation

- ensure that the children have a set routine when they arrive in class, and are immediately engaged in meaningful activity.
- ensure the child with emotional and behavioural difficulties is aware of the day's programme; this provides structure.
- classroom rules displayed, and reminders given regularly.
- choose groups carefully, keep children with emotional and behavioural difficulties close to you.
- seat children with emotional and behavioural difficulties as far from distractions as possible.
- ensure that they do not have to leave their seat to get to resources, sharpen pencils etc..

#### □ Teacher /Pupil relationships

- stay calm at all times; children with emotional and behavioural difficulties often enjoy heightened tension and attention.
- speak quietly to the children; a quiet teacher has a quiet class – teachers should refrain from shouting across the classroom / hall to attract a pupil's attention.
- try to ignore inappropriate behaviour and praise appropriate behaviour.
- try to pre-empt situations by distracting the child, or give the child the opportunity or option of time out.
- maintain good relationships with children with emotional and behavioural difficulties by; taking an active interest in them

using humour to diffuse tension  
spotting problems/warning signs early  
and acting on them  
liaising well with parents  
always listening to their side of the story  
never giving up on them  
using positive discrimination and lots of praise

#### □ Curriculum considerations

- ensure that work for children with emotional and behavioural difficulties is fully differentiated
- ensure that children are clear as to what is expected of them and know what they have to do, both now and next.
- is the curriculum content and organisation appropriate to the needs of all the children?

**It is not the child but what they do which is unacceptable.**

## **Links with other policies**

**This policy links with other school policies such as:**

- Special Educational Needs Policy
- Policy for Care and Control
- Anti-Bullying Policy
- Equal Opportunities Policy

## **Monitoring Arrangements**

This policy will be reviewed by the Headteacher, in consultation with all staff at the beginning of each school year. Mrs Clayton will monitor the effectiveness of this policy, and the response of parents, children and staff to it, she will report to the senior management team and curriculum committee of the governing body.

### **In conclusion ...**

Children need to feel secure and need to work in an ordered environment. They feel safe with a structured day and regular routine. They dislike disorder and are disturbed by indiscipline amongst their peers. They have an inborn sense of fair play and most know the difference between right and wrong. This document should help us to achieve our aims and realise our mission, so that everyone in school knows and understands exactly what is expected of them.

**'Make us happy and you make us good'**

*Robert Browning*

*Reviewed September 2017*