

# Gillespie Primary School



**Behaviour Policy**  
**September 2018**

## **INTRODUCTION**

At Gillespie, we strongly believe that high standards of behaviour and a growth mind-set approach to learning lie at the heart of a successful school. Good behaviour allows staff to teach effectively and enables children to make the best possible progress in all aspects of their school life.

All children and staff have a right to feel happy and safe in school and to that end, we encourage mutual respect between children, and between pupils and staff.

Good behaviour is actively encouraged throughout the school and it is our policy to adopt a calm and positive approach when dealing with children and to praise them whenever possible. This helps to raise the children's self-esteem and to create a secure and purposeful learning atmosphere. We aim to work closely with parents to achieve outstanding behaviour in our school.

We have school rules, which are intended to create an environment, which will protect children from physical and emotional hurt.

These school rules were developed with the children .They are displayed in all classrooms and around the school building. The rules are revisited regularly with children.

<b><u>Do...</u></b>	<b><u>Don't ...</u></b>
<ul style="list-style-type: none"><li>• Be gentle</li></ul>	<ul style="list-style-type: none"><li>• Hurt anyone</li></ul>
<ul style="list-style-type: none"><li>• Be kind and helpful</li></ul>	<ul style="list-style-type: none"><li>• Hurt people's feelings</li></ul>
<ul style="list-style-type: none"><li>• Be honest</li></ul>	<ul style="list-style-type: none"><li>• Cover up the truth</li></ul>
<ul style="list-style-type: none"><li>• Work hard</li></ul>	<ul style="list-style-type: none"><li>• Waste time</li></ul>
<ul style="list-style-type: none"><li>• Look after property</li></ul>	<ul style="list-style-type: none"><li>• Waste or damage things</li></ul>
<ul style="list-style-type: none"><li>• Listen to people</li></ul>	<ul style="list-style-type: none"><li>• interrupt</li></ul>

We want children to understand it is important to know that

- All people should be treated with respect
- Bullying is totally unacceptable
- Sharing with, caring for and cooperating with others are core values of society
- Discrimination of any sort is unacceptable
- Kicking, fighting or dangerous play are unacceptable
- Swearing or name calling of any kind are unacceptable

## **School rules**

We make our behaviour expectations clear through revisiting the school rules in assembly and in the classroom at the start of each academic year and also through negotiating separate class rules with the children that are appropriate to their age and experience. The class rules complement the school rules and are displayed in classrooms. If children break the rules then a fair and transparent sanction system is consistently applied in a calm and positive way giving pupils an opportunity to reflect on their behaviour .

## **Praise which encourages a Growth Mind-set, supports learning and reinforces positive behaviour**


At Gillespie, we have in place a reward system that recognises and reinforces good learning dispositions and positive behaviours. We recognise that praise can be more powerful than reproach in helping children to understand what is expected of them. Both staff and children are involved in rewarding good learning and behaviour. Colour merits are given as rewards to children using specific language linked to effective learning behaviours. These are displayed in all classrooms and around school and are shown below:

**Focused Fox**  
concentrates by...



- Managing distractions
- Working step by step
- Thinking & planning
- Drawing & making jottings

**Don't Give Up Dory**  
finds success by...




- Working hard and practising
- Persevering
- Trying new strategies
- Asking for help

**Cooperative Caterpillar**  
works with others by...



- Listening carefully
- Being a good talk partner
- Taking turns
- Respecting others' thoughts

**Curious Camel**  
likes...



- Asking 'What if?' questions
- Looking for patterns
- Making connections
- Noticing everything

**Have a go Hedgehog**  
remembers to...



- Take risks
- Learn from mistakes
- Stay positive
- Do the best they can

**Imaginative Insect**  
likes...



- Being creative
- Thinking up new ideas
- Exploring & investigating
- Surprising others

**Improving Impala**  
gets better by...



- Reviewing work often
- Using S.C. effectively
- Learning from others
- Building on success

**Burning for Learning Leopard**  
enjoys...



- Feeling proud of their work
- Using learning in real life
- Knowing effort = success
- Being engaged & motivated

Merits also can be awarded for any behaviour we are seeking to encourage such as politeness, hard work, persistence, cooperation with others, achieving a target, being a good friend to someone, walking away from conflict etc.

Children collect merits in class and are awarded certificates in multiples of 50

50 = Bronze

100 = Silver

150 = Gold

200+ = High achiever certificates

Certificates are awarded in whole school assemblies to celebrate children's achievements and successes and are taken home to share.

In addition to the whole school merit system, individual class teachers may put in place their own reward systems that complement the merit system and that are class and age appropriate.

Other rewards used include:

- Quick notes home when children have been trying hard or want to celebrate success.
- Stickers to reward children. These colourful tributes are a fun way of thanking children for doing well.
- Class points such as Dojos encouraging the class to work together.

Some children do need extra support to help them follow the rules. Where children take smaller steps towards excellent behaviour we will do everything we can to help them succeed. Individual reward systems may be used with some children to target particular behaviours. Together small targets may be set around specific behaviours with the child, rewards negotiated and progress against targets closely monitored. Individual behaviour systems/charts used with children are shared with parents.

### **Rewarding good behaviours in and around the school**

- In assembly, the 'Playground Buddies' pay tribute to children from each year group who have demonstrated consistently good playground behaviours, e.g. being a good friend, being kind to others, playing well with younger children and being a good sports person.
- Stair monitors and adults give verbal praise to children for moving around the school calmly and sensibly.
- Children can be sent by a member of staff to the Head or Deputy to share/reinforce excellent work and/or behaviour.

### **Unsatisfactory Behaviour in lesson time**

If children break classroom or school rules there is a clear system of consequences outlined through the traffic light system. In all classrooms, a traffic light is displayed for this purpose. Children, who are put on the traffic light, stay on, for that day.

However, every day is a new day where all children start afresh and where good behaviour is seen to be the norm.

### **The Traffic Light System**

1. **Warning**
2. **Red (STOP)** – this is in effect a second warning. The child's name is moved to the red traffic light as a visual reminder that they have been warned. The name may be moved by an adult or by the child.
3. **Amber (TIMEOUT)** – this means the child will move to a 'timeout' place in the classroom to calm down, reflect and think before joining in the lesson again.
4. **Green (GO /Exit)** – the child will be exited to a partner class for 5 -15 minutes (depending on age). Whilst exited, they are given an age appropriate 'exit sheet' to complete, asking them to reflect on the choices they made that led to the exit from class. Exit sheets are kept by the class teacher as a record of behaviour.  
Parents are informed every time either the teacher or the school office exits a child from class.
5. **Last step** – the child is sent to the **Headteacher**

**Children can be exited more quickly from class for more serious misdemeanours without going through the earlier stages of the traffic lights. The reasons for moving children to any stage on the traffic lights are made explicit to ensure children understand.**

We believe that early intervention is important in setting clear expectations in relation to behaviour; therefore, teachers will talk to parents where children are continually getting onto the traffic light system.

### **Pupils with Special Educational needs and Disabilities and other needs**

Some children including pupils with complex SEN needs have individualised approaches to support the management and development of positive behaviour. All teachers and support staff use their knowledge of these children to adapt the behaviour policy to ensure their needs are met. For some children this will mean an individualised approach where for example the traffic light system would not be used or would be adjusted.

### **Last Step or Involvement by the Headteacher**

When a child is sent to the Headteacher for repeatedly breaking school or classroom rules, parents are informed (by letter or telephone).

If a child is sent on three separate occasions within a half term to the Headteacher, or has had three exits from class (monitored by the class teacher), the child's parents/carers are invited into school to discuss the next stage of the behaviour system. This will usually involve the child being put on report for a period of two weeks during which time the child's behaviour is to be monitored closely. The report is taken home every day. At this stage, the parents/carers involvement is essential to ensure that the child is aware that being on report is serious and to guide the child towards making better behaviour choices. The report needs to be talked through at home, signed by an adult and then returned to school the next day with the child.

If behaviour does not improve after two weeks on report, the Headteacher will meet with the parents/carers and child to discuss the next step. This can include timeout of their own class to work in another class for a set period.

It may be appropriate to consider involving other agencies or specialist services at this point e.g. the Educational Psychologist.

**We recognise that the next step will depend on the individual child and the behaviours involved.**

### **Other sanctions used in class**

A teacher may choose to keep a child in for part of a playtime to speak to them about their behaviour in a lesson or to get them to catch up with work. This may happen where a child has not been working hard enough within a lesson or has not shown good learning behaviours appropriate to that child, e.g. following instructions, listening, concentrating, working hard enough and being focused.

Parents are informed where behaviour continues to cause concern.

### **Unsatisfactory behaviour outside the classroom**

It is the responsibility of all staff to intervene where children are not behaving appropriately in and around the school building. Children will be spoken to by a member of the teaching staff about the behaviour and expectations reinforced.

Minor incidents, e.g. playing, running and being noisy in areas such as the cloakrooms, stairwells and corridors will be dealt with immediately by the adult. Children will be spoken to and may lose part of a playtime or be asked to wait quietly for a few minutes until calm.

Serious incidents e.g. fighting, verbal abuse and threatening behaviour will be logged in 'The incident file' (kept in the school office) by the adult and reported to the class teacher, Head or Deputy who will then take further appropriate action which may include keeping children in at playtimes and speaking directly with parents. Actions taken will be logged.

Incidents involving discrimination of any sort (as laid down in the Equality Act 2010) will be recorded by the Head or Deputy and reported appropriately.

The 'Incident File' will be monitored regularly by the Headteacher and findings reported to the Governing Body through the Headteacher's report.

### **Unsatisfactory behaviour in the Playground**

- Minor misdemeanours will be dealt with on the spot.
- Repeated minor misdemeanours will result in 'timeout' in a designated area ('the wall').
- Where 'timeout' proves ineffective and for more serious incidents e.g. fighting, rudeness or aggression towards others, children will be removed from the playground. Incidents will be logged in 'The incident file' by the adult witnessing/dealing with the incident. See **Appendix 1** – Incident recording sheet.

Serious incidents will be reported to the Headteacher/Deputy and/or class teacher for appropriate follow up action to be taken. Actions taken will be recorded alongside the incident.

- Concerns during playtime and lunch breaks about behaviour will be logged and shared with support staff and will be discussed with the Headteacher at regular meetings. The minutes of these meetings will be shared with teachers at staff meetings.
- Where a child's behaviour is of concern outside, they may become a 'focused child' and be monitored more closely by adults in the playground to ensure any incidents are dealt with quickly and flashpoints avoided where possible.

A major factor contributing to the effectiveness of this policy is the sharing of information and concerns, via staff meetings.

### **Procedures for more serious behaviours**

Incidents of discrimination in the school or off school premises which have repercussions in school are reported as 'harassment' incidents. They include *racist, sexist, homophobic, disability, religious discrimination & cyber bullying*. They will be recorded on the harassment incident form. See **Appendix 2**. Harassment incidents are reported termly to the Governors and to the Local Authority.

### **Physical Violence**

Deliberate, premeditated physical attacks may result in a fixed term exclusion. All physical violence is unacceptable and even if it is in response to provocation, may result in fixed term exclusion if it is severe or repeated.

### **Theft**

All theft is unacceptable and will be taken seriously. The school's response will be dependent on the nature/severity of the incident and will range from class discussion to exclusion. Persistent or serious incidents of theft should be reported to the Headteacher/ Deputy.

### **Non-criminal inappropriate behaviour beyond the school gates**

All non-criminal inappropriate behaviour and bullying which occurs off school premises, which becomes known and has repercussions for pupils in school or for the school will be reported to the Head/Deputy. Parents will be invited into school to discuss the behaviour and where appropriate any consequences.

### **Unsatisfactory behaviour during school visits**

Where children misbehave on an out of school visit or activity, parents will be informed. Serious misbehaviour may result in the child being brought back to school by a member of staff and/or being stopped from attending a future out of school class visit or activity. Any follow up will be discussed with parents.

### **Procedures for excluding pupils from school**

**Exclusion from school is always a last resort.** It will only happen when many other strategies have been tried or when a child's behaviour has endangered others/ themselves or persistently disrupts the effective education of other children. In the event that the school makes a decision to exclude a child either temporarily or permanently we follow the statutory 2017 DFE guidance:

***'Exclusion from maintained schools, Academies and pupil referral units in England'***

### **Procedures for parents who are concerned about behaviour**

Parents concerned about their own child's behaviour are expected to speak to the class teacher. More serious concerns can be referred to the Head or Deputy.

Parents who are concerned about the behaviour of another child are expected to report the concern to the class teacher/Head/ Deputy/or another member of staff. The expectation is that parents **do not** approach other children directly to reprimand them or indeed their parents whilst on school premises.

**Appendix 1 – Incident Recording Sheet**



**Incident Recording Sheet**

(For onsite incidents including playground & reported offsite incidents)

Name of person reporting the incident:	Date:
Name of victim:	Class:
Name of perpetrator:	Class:

**Type of incident: (please cross correct box/es)**

Fighting	
Hitting/assaulting	
Threatening behaviour (eg jostling, gestures, damage to property)	
Verbal abuse- direct (eg insults, name calling)	
Verbal abuse- indirect (eg ridiculing somebody because of cultural/ gender differences- dress, food faith)	
Racist comments in class discussions/ activities	
Refusal to cooperate with someone (eg because of colour, language etc)	
Other (please specify)	

**Details of incident:**

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<b>Staff involved:</b>
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<b>Action:</b> Incident dealt with immediately. Teacher informed.
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Signed by Head/Deputy/SLT:	Date:
Print name:	



Appendix 2 – Harassment Incident Reporting Form



**Harassment Incident Reporting Form**

Reported by:	Role:	Date:
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**Victim/s:**  
 (Name, gender, ethnicity, SEN)

**Perpetrator/s:**  
 (Name, gender, ethnicity, SEN)

**Type of Harassment:**

Racist	<input type="checkbox"/>	Disability	<input type="checkbox"/>
Sexist	<input type="checkbox"/>	Religion	<input type="checkbox"/>
Homophobic	<input type="checkbox"/>	Other bullying	<input type="checkbox"/>

**Type of Incident:**

Name calling/verbal abuse	<input type="checkbox"/>	Graffiti	<input type="checkbox"/>
Physical assault	<input type="checkbox"/>	Electronic/online abuse	<input type="checkbox"/>
Threat of violence	<input type="checkbox"/>	Other	<input type="checkbox"/>

**Description of incident:**  
 (What happened, immediate action)

Incident reported to:	Date:
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**To be dealt with by Headteacher/Deputy Headteacher or Senior Leadership Team**

**Actions taken:**

(Include details of victim support and consequences/ support for perpetrators)

**Parents informed:**

(Please give details including decisions taken)

**Follow up review of action & impact:**

(Including any wider school work)

Incident reported to Governors?

Yes/No

Date:

Name:

Role:

Date: