

# ***Gillingham Primary School***



## ***Behaviour Policy***

### ***Revisions/Amendments***

*Date:* 18.11.10      *Name:* Full Governing Body

*Date:*                      *Name:*

*Date:*                      *Name:*

# GILLINGHAM PRIMARY SCHOOL

## *Safeguarding*

*Everyone at Gillingham Primary School is committed to ensuring the safeguarding of all children and adults. Our Safeguarding Policy and information regarding Child Protection Procedures is available on our website or from the school office.*

## **BEHAVIOUR POLICY**

### **“A Positive Approach”**

#### **RATIONALE**

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Gillingham Primary School. It is a working document designed to enhance the development of positive relationships between children, adults working in school, parents and carers and other members of the school community.

The policy is the result of consultation with children, parents and governors, whole staff discussion and evaluation of behaviour, and training. Its fair and consistent implementation is the responsibility of all staff. Children have contributed to the behaviour policy through their involvement in the development of the school ‘Golden Code’, and ‘Class Codes of Conduct’ which are regularly reviewed.

#### **AIMS**

The aim of Gillingham Primary School is for every member of the school community to feel valued and respected, and for all persons to be treated fairly. We are a caring community, whose values are built on mutual trust and respect. The school behaviour policy is therefore designed to show the way in which the members of the school can live and work together in a supportive way. It aims to promote an environment where all feel safe and secure.

Gillingham Primary School has a “Golden Code”. The primary aim of the behaviour policy, however, is not a system to enforce rules but a tool to promote good relationships, so that people can work together with the common purpose of helping everyone to learn.

Gillingham Primary School does not tolerate bullying of any kind. If we feel that an act of bullying or intimidation has taken place, the incident is recorded and we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children in school are free from fear. (See Anti-Bullying Policy for further information).

#### **EXPECTATIONS**

At Gillingham Primary School we will:

- As adults, treat each other with respect at all times, therefore providing a positive role model for the children and each other.
- Support the way in which all members of this school community live and work together in an environment that is happy, safe and secure and where effective learning can take place.
- Reward good behaviour, conduct, effort and achievement.
- Provide encouragement and stimulation to all children.
- Treat all children fairly and apply this policy in a consistent way.
- Ensure that all children are aware of the golden code and that each class has its own code of conduct.
- Teach, through the school curriculum, values and attitudes and knowledge and skills, in order to promote responsible behaviour, discipline and respect for self, others and the world around us.

#### **A POSITIVE APPROACH**

An effective behaviour policy is one that seeks to lead children towards positive self-esteem and self-discipline. Consequently, good discipline arises from good relationships and from setting expectations of good behaviour.

We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. We aim to provide positive everyday experiences so that our children are more likely to reach their full potential. The Core beliefs of Gillingham Primary School are that:

- Behaviour can change and every child can be successful.
- Praising and a system of rewards are more likely to change behaviour than blaming and punishing. Using a positive system of reward will increase children's self-esteem and thus help them to achieve.
- Celebrating success helps children achieve more.
- Being aware of each child's needs and their individual circumstances helps us to act in the fairest way. We always consider the safety of other children and minimise disruption while helping children acquire self-discipline.
- Reinforcing good behaviour helps our children feel good about themselves.

## **GOLDEN CODE**

The school's 'Golden Code' reads as follows:

- We are gentle
- We are kind and helpful
- We listen
- We are honest
- We work hard
- We look after property

These are displayed in pictures and text around the school.

As well as the 'Golden Code' every member of the school community should apply the following principles:

1. If you don't stop the inappropriate behaviour, you are condoning it.
2. You own your own behaviour and you are in control of your own choices.

## **REWARDS AND SANCTIONS OVERVIEW**

We aim to create a healthy balance between rewards and sanctions, with both being clearly specified. Children should learn to expect fair and consistently applied sanctions for inappropriate behaviour. All systems are flexible to take account of individual circumstances. The emphasis of this policy is on REWARD and PRAISE, which should be given whenever possible for both achievement and behaviour.

Included in this policy are suggestions for behaviour management techniques, (see Behaviour Ladder Appendix A). All staff should operate this stepped approach to sanctions, which allow children to identify the consequence of their actions. Children for whom this approach is not appropriate will have an individual plan detailing alternative rewards and sanctions. (These individual plans would invariably form part of an IEP/PSP/SLP)

## **REWARDS**

All adults will recognise and celebrate appropriate achievement and behaviour at all times around the school through informal praise. Wherever appropriate, children's best efforts will be celebrated through display and performance.

Adults should work on the principle of a 4:1 praise to sanction ratio.

Rewards may involve:

- Verbal praise and smiling at children

- Verbal praise to parents/carers about their children
- Smiley faces
- Stickers and stamps
- Certificates
- Sending good work to other adults for reward or praise
- Special responsibility jobs
- Special privileges
- Class wide rewards
- House Points
- Individual merit points, (working towards House Points)
- Praise Postcards
- 'Ask me what I did' badges

Consistent good behaviour, good manners, particular helpfulness or acts of kindness in school are rewarded with an entry into the 'Golden Book'. The comments are read during 'Well Done Assembly'.

## **GOLDEN TIME**

'Golden Time' has been included in each class' weekly curriculum timetable as part of our school positive behaviour policy. This sends the message that 'Golden Time' will not be forgotten about due to pressures from other areas of the curriculum. Children are rewarded for behaving well. Often, it is children who behave badly who are rewarded in different ways in an attempt to modify their behaviour pattern, causing resentment amongst both children and adults in school. 'Golden Time' ensures that the children who behave well, which are the majority, are rewarded.

Children are at risk of losing 'Golden Minutes' if they break the 'Golden Code', if they do not adhere to the Class Code or if their behaviour is at stage one or above on the behaviour ladder. Children may 'earn back' some of their lost minutes, but never all. The class teacher maintains control of the Golden Time record, and may remove minutes following lunch or play times.

Due to the children in Reception having a very low concept of time, Reception do not have 'Golden Time' but rather follow the guideline below:

*Children who do not follow our Class Code or Golden Code will be given a warning; after this they receive time out away from the class.*

## **HOUSE POINT SYSTEM**

Every child in our school is a member of one of four 'houses'. During the week, children can earn individual merit points for their own achievements or behaviour. Whilst these build up to earn individual certificates, they also contribute to the House Points. Each week the House Captains visit every class to collect the House Points, ready for the grand announcement in 'Well Done Assembly'. The display in the hall records the progress of each house, ready for the presentation of the 'House Cup' at the end of term.

## **SANCTIONS**

Despite positive responses as a means to encouraging good behaviour, it may be necessary to employ a number of sanctions to enforce the 'Golden Code', and to ensure a safe and positive learning environment. As with matters relating to reward, consistency is vital and should be appropriate to each individual situation. This policy is designed to empower both teaching and support staff in our mutual desire to create a just, secure and happy learning environment.

When dealing with all forms of inappropriate behaviour, teachers should follow these three over-riding rules:

1. BE CALM – children should be dealt with calmly and firmly, referring to what the action is and why the action is being taken.
2. LOGICAL CONSEQUENCES – this is a sanction that fits the behaviour. It generally has two steps; firstly to stop the behaviour and then to provide an action that recalls the child to the rules and teaches alternative behaviour.

3. FRESH START – although persistent or serious misbehaviour needs recording, every child must feel that everyday is a fresh start.

The 'Behaviour Ladder' (Appendix A) should be consistently applied by all adults in the classroom or during directed time in school. The 'Lunch and Play Behaviour Ladder' (Appendix B) should be consistently by applied by all adults working with children at these times.

## **NURTURE GROUP**

Children that continually display poor decisions and/or poor social skills are allocated a place in a specialised nurture group (this could be lunchtime club, Busy Hands, or similar). Children in these groups engage in activities that address their particular behavioural or social difficulties. Children may participate in more than one group depending on the assessment of their needs.

## **EXCLUSIONS**

Only the Headteacher (or Acting Headteacher) has the authority to exclude a child from school. A child may be excluded for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may exclude a child permanently. It is also possible for a fixed-term exclusion to be converted into a permanent exclusion if the circumstances warrant this.

When a child is excluded, the parent/carer is immediately informed and reasons are given for the exclusion. At the same time, parents are made aware that they can appeal against the decision to the Governing Body. The school informs the parent/carer how to make such an appeal.

The LEA and Governing Body are informed about any permanent exclusion, and about any fixed-term exclusions.

## **RECORDING, MONITORING AND EVALUATING BEHAVIOUR**

### **Classroom**

Class Teachers will choose the best way to include and display the following within EVERY classroom:

- The agreed behaviour ladder
- The School 'Golden Code'
- The 'Class Code/Charter' as agreed with the adults and children in class
- Praise and Reward systems including, House Points, Golden Minutes and photos of children.

### **Lunch Hall and Playground**

Incidents of both good and inappropriate behaviour at these times are recorded on a duplicate slip by those on duty. At the end of play/lunch, the slips are given to the appropriate class teacher who will respond appropriately i.e. applying a sanction/loss of Golden Minutes/awarding a House Point etc.

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**APPENDIX A - BEHAVIOUR LADDER**

	<b>Behaviour</b>	<b>Response</b>
<b>Positive</b>	<ul style="list-style-type: none"> <li>• Good listening</li> <li>• Positive and mature attitude</li> <li>• Good manners</li> <li>• Enthusiasm</li> <li>• Sharing and cooperating</li> <li>• Consideration of others</li> <li>• Positive relationships with adults and peers</li> <li>• Moving around safely</li> <li>• Being honest</li> <li>• Effort and improvement in behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal praise</li> <li>• Happy and pleased body language and facial expression</li> <li>• Stickers</li> <li>• Certificates</li> <li>• House points</li> <li>• Golden Time</li> <li>• Positive comments shared with other adults</li> <li>• Record in 'Golden Book'</li> </ul>
<b>Stage 1</b>	<ul style="list-style-type: none"> <li>• Teasing (not bullying)</li> <li>• Disrupting other children's learning</li> <li>• Dishonesty</li> <li>• Answering back</li> <li>• Social swearing e.g. in play/chat</li> <li>• Negative body language</li> <li>• Poor listening</li> <li>• Impolite manners</li> <li>• Not sharing resources with others</li> <li>• Running in school</li> </ul>	<ul style="list-style-type: none"> <li>• Warning, with explanation</li> <li>• Time out in class (1 minute for R/1, 2 mins for Y2 etc.)</li> <li>• Loss of golden time – 1 min for each incident at KS1, 3 mins for each incident at KS2.</li> <li>• Apologies sought and given</li> </ul>
<b>Stage 2 Or repeated /extreme Stage 1</b>	<ul style="list-style-type: none"> <li>• Refusal to follow instructions</li> <li>• Running away from an adult</li> <li>• Swearing at another person</li> <li>• Confrontational language</li> <li>• Theft</li> <li>• Deliberate damage of resources or property</li> </ul>	<ul style="list-style-type: none"> <li>• Time out in parallel class for a specified time with work/activity to complete</li> <li>• Parents informed by telephone or face to face 'informal' conversation</li> <li>• Behaviour Log begins if any of these behaviours are repeated, and LG informed</li> <li>• Time In</li> </ul>
<b>Stage 3 Or repeated /extreme Stage 2</b>	<ul style="list-style-type: none"> <li>• Physical aggression and/or violence</li> <li>• Bullying</li> <li>• Leaving school grounds without permission</li> <li>• Racism</li> <li>• Swearing in anger, with aggression, at another person</li> <li>• Sexualised behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Parents requested to attend meeting in school</li> <li>• Possible parent/teacher communication book if ongoing issue</li> <li>• Every incident logged on 'Notes to file'</li> <li>• Automatic LG involvement</li> <li>• Internal/External exclusion</li> </ul>

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**APPENDIX - B BEHAVIOUR LADDER – Playtime and Lunchtime**

	<b>Behaviour</b>	<b>Response</b>
<b>Positive</b>	<ul style="list-style-type: none"> <li>• Listening carefully to adults</li> <li>• Positive and mature attitude</li> <li>• Good manners</li> <li>• Sharing and cooperating</li> <li>• Consideration of others</li> <li>• Positive relationships with adults and peers</li> <li>• Moving around safely</li> <li>• Being honest</li> <li>• Effort and improvement in behaviour</li> <li>• Eating sensibly and on time</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal praise</li> <li>• Happy and pleased body language and facial expression</li> <li>• Stickers</li> <li>• House points</li> <li>• Positive comments shared with other adults</li> <li>• Record on duplicate slips – pass to class teacher</li> </ul>
<b>Stage 1</b>	<ul style="list-style-type: none"> <li>• Teasing (not bullying)</li> <li>• Disrupting other children’s lunch or playtime</li> <li>• Dishonesty</li> <li>• Answering back</li> <li>• Social swearing e.g. in play/chat</li> <li>• Negative body language</li> <li>• Poor listening</li> <li>• Impolite manners</li> <li>• Not sharing resources or playing cooperatively with others</li> <li>• Running in school</li> </ul>	<ul style="list-style-type: none"> <li>• Warning, with explanation</li> <li>• Time out in zone (1 minute for R/1, 2 mins for Y2 etc.)</li> <li>• Apologies sought and given</li> <li>• Record on slip <b>if repeated</b> – pass to class teacher</li> </ul>
<b>Stage 2 Or repeated /extreme Stage 1</b>	<ul style="list-style-type: none"> <li>• Refusal to follow instructions</li> <li>• Running away from an adult</li> <li>• Swearing at another person</li> <li>• Confrontational language</li> <li>• Theft</li> <li>• Deliberate damage of resources or property</li> </ul>	<ul style="list-style-type: none"> <li>• Time out away from peers for a specified time</li> <li>• Seek support from Leadership Group</li> <li>• Record on slip – pass to LG</li> </ul>
<b>Stage 3 Or repeated /extreme Stage 2</b>	<ul style="list-style-type: none"> <li>• Physical aggression and/or violence</li> <li>• Bullying</li> <li>• Leaving school grounds without permission</li> <li>• Racism</li> <li>• Swearing in anger, with aggression, at another person</li> <li>• Sexualised behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Automatic LG involvement</li> <li>• Record on slip – pass to LG</li> </ul>

# BULLYING

## 1. Introduction

- i. In line with DfES guidance, bullying is defined as harassment or aggressive action which:
  - is repetitive and prolonged over time
  - reflects an imbalance of power
  - may be verbal, physical, social or sociological
- ii. Bullying is not tolerated. Staff are alert to the possibility of bullying in all its forms, policy is reviewed and updated, and training is provided.
- iii. We take positive steps, in the curriculum and during assembly, to boost the self-confidence and morale of pupils, and to encourage mutual respect and esteem.
- iv. By ensuring effective supervision of break-times, we seek to pre-empt and prevent bullying.
- v. By ensuring safe and sensible movement around the school, we aim to reduce physical contact between pupils.
- vi. We encourage parents to contact school immediately where they have a concern about their child's relationship with others, and not to tell their child to "sort it out" for themselves. We ask parents to prevent tension between families outside school, spilling into school, and to inform us if this is likely to be the case.
- vii. We educate children to discriminate between "bullying" and occasional incidents and encourage parents to recognize the difference. We discourage the casual use of the term "bullying".

## 2. Guidance

- i. Staff are **available** to children, who should report any concerns to an adult of their choice. This adult should report the child's disclosure to the Class Teacher.
- ii. The Class Teacher should **investigate** the child's concerns urgently and discuss the next step with the Key Stage Leader. If the events concerned happen at break-time, the Year Group Mealtime Supervisor should be requested to keep a special watch on the alleged victim during lunchtime.
- iii. The Key Stage Leader will question the alleged bully, and investigate further to determine the truth of the incident.
- iv. The Key Stage Leader and Class Teacher **respond** to their investigation by meeting with the alleged victim and alleged bully to outline their conclusions. Sanctions and/or support should be engaged in line with the school's Behaviour Policy.
- v. The Class Teacher or Key Stage Leader will contact the parent of the alleged victim to describe the complaint and the action taken (including dealing with lies or false accusations if the Key Stage Leader is confident that no bullying has occurred). If bullying has been confirmed, the Key Stage Leader should speak with the parent of the bully and outline the sanctions being taken.
- vi. The Class Teacher should **record** the complaint, the investigation, and the outcome.
- vii. The Key Stage Leader should keep the situation under **review**, using the steps outlined in the Behaviour Policy.
- viii. The Headteacher will become involved immediately and directly in cases of bullying giving rise to serious physical or mental harm. Exclusion of the bully may result.