

Gorebridge Primary School

Positive Behaviour and Relationships Policy



Reviewed September 2018

At Gorebridge Primary School we aim to create a welcoming, safe and caring environment where relationships are based on kindness and respect. Children should develop respect for themselves, other people and their school environment. All members of the 'school family' model a positive attitude and mutual respect, in order to promote children's positive self esteem and self discipline, whilst modelling and maintaining high expectations of good behaviour. Through positive home/school relationships, parents and carers should actively support, model and encourage the positive behaviour of their child throughout their time at Gorebridge Primary.

OUR AIMS

In Gorebridge Primary we aim:

- To create an environment which helps the children become caring, self confident individuals and develop self respect and independence
- To create an environment where children feel safe, secure, happy, respectful respected, nurtured, active and have a sense of achievement
- To encourage parents to become active partners in their children's learning

We aim to achieve this by:

- Providing a clear statement of rules, rewards and sanctions.
- Involving children, teaching and non-teaching staff in the implementation of this policy
- Focusing on positive behaviour and consistently rewarding good manners, co-operation and correct choices
- Having a consistent approach to behaviour management throughout the school which involves all staff, both teaching and non-teaching

School Rules

1. We listen attentively and follow directions first time
2. We keep hands, feet, objects and unkind words to ourselves
3. We stay on task
4. We use the appropriate noise level [Appendix 1]
5. We always walk in the classroom and corridors

The school environment

- Rules will be displayed in every class
- Each class teacher should discuss the rules at the beginning of every term with their class.
- Rules should be referred to regularly with reminders that each child is responsible for their behaviour choices
- A sense of humour and perspective should be maintained

Consequences

1. Two verbal warnings to allow children to make the correct choice – teacher should record warnings on tracking sheet (**see Appendix 9**), which should be displayed on a whiteboard as a visual reminder
2. Child moved to another place (e.g. thinking area within the classroom, atrium just outside the classroom or another classroom if necessary) to look at rules and think about their behaviour choices [infants will have pictures showing desired behaviours, [Appendix 2] middle and upper school to have a **Thinking sheet to be filled in at this point (Appendix 4)**
3. Loss of Golden Time [Appendix 3] – 5 mins per day maximum
4. Next break of rules **Yellow Card** [Appendix 5]
5. Further break of rules will result in a **Red Card** being sent to call a member of SMT to the classroom [Appendix 6]

Monitoring Behaviour

All staff will be responsible for monitoring behaviour and filling in a behaviour record sheet when necessary.

DHT will monitor tracking sheets on a monthly basis and speak with children who appear frequently on tracking sheet. (tracking sheets should be handed in to the DHT for monitoring on the last Thursday of each month)

Whilst we have identified a discipline hierarchy, staff should always be aware that all behaviours can be influenced by factors outside school and should be sensitive to this when dealing with the behaviours of individual children.

Loss of Break due to unfinished work

Children may be sent to the dinner hall during break to complete work which has not been completed to the standard required or where it is unfinished due to lack of effort/focus. A member of staff from each atrium **must** be on duty during this time. Children must be given the last 5 minutes to go out for fresh air/visit toilet.

Children should not be sent for not completing homework.

Rewards

- Full half hour golden time with choice of activity
- House points/table points
- Merits
- Certificates
- Praise notes/ reward letters
- Phone calls home from class teacher, head teacher or depute head teacher to communicate good behaviour to parent/carer
- Celebration assembly recognition
- Other rewards as agreed by class and teacher and/or by teachers in an atrium

Behaviour at Playtime and Lunchtime

Following our 'Gorebridge School Rules' we expect our children to behave well at all times – both in the building and outside in the playground and on excursions where they are very visible ambassadors for Gorebridge Primary

Appendix 1



By using the indicator to point to an appropriate noise level we can show that there is still a noise level further up the scale that is totally unacceptable.

Appendix 2

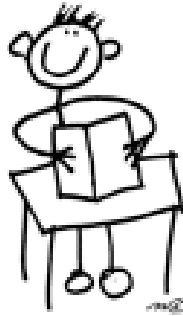
Rules

- We listen attentively and follow directions first time
- We keep hands, feet, objects and unkind words to ourselves
- We stay on task
- We use the appropriate noise level
- We always walk in the classroom and corridors

Rules (P1 - 3)



Listening



We work quietly



Quiet hand up



Good friends

{Digital photographs of your class can be used here if desired}

Appendix 3

Golden Time

Every child will start with 30 minutes at the beginning of the week. If a child loses Golden Time they should be allowed to earn this back if appropriate). Each child should have a minimum of 5 minutes Golden Time each week. Management of Golden Time - display to be personalised by each class teacher.

Specialists

Specialists will be provided with a copy of our Policy to enable continuity.

(Appendix 7), to give to class teacher, informing them of any loss of Golden Time or break. Behaviour sheets will be provided and specialist should return these to DHT at the end of the day. House Points or merits can also be given as a reward for children displaying good behaviour.

Appendix 4

Thinking Time

**I have been asked to have Thinking Time because I chose not to follow the school rules.
If I continue to make these choices I know I will lose some of my Golden Time.**

These are our School Rules. It is a good choice to follow them.

- We listen attentively and follow instructions the first time.
- We stay on task.
- We keep to the appropriate noise level.
- We always walk in the classroom and corridors.
- We keep hands, feet, objects and unkind words to ourselves.

Copy out the rule which you have broken.

What did you chose to do?

What should you have chosen to do?

What should you do now?

Now is the time to think about who you need to apologise to and how you need to change your behaviour.

Appendix 5

Yellow Cards

These will only be issued after all other steps have been followed. The child will then be sent with their completed behaviour thinking sheet and the yellow card to a member of management. **At this stage a letter or telephone call may be made to parents by a member of SMT.**

Appendix 6

Severe Clause

Red cards will be issued in these cases and can be given for the following reasons as they are seen to be out with the normal discipline hierarchy.

- Swearing
- Violent behaviour towards self or others
- Aggressive behaviour e.g. throwing items around [not small things which will be dealt with by the hierarchy]
- Verbal abuse e.g. threatening others
- Malicious racist comments [some children use words they hear at home, these children should be counselled about this and dealt with according to the school Race Equality Policy]