



Gorran Primary School

BEHAVIOUR MANAGEMENT POLICY

Principles

We are lucky at Gorran School: good behaviour is a strength of the school. Bad behaviour is a rare occurrence. By far the vast majority of pupils who attend our school do so in a positive self disciplined manner.

“No school however positive or imaginative can eliminate disciplinary difficulties entirely.” (DES “Good Behaviour and Discipline”)

For occasions when pupils do misbehave, the policy needs to be clear, easy to follow and accessible by all stakeholders.

In order to achieve consistency throughout the school we place discipline into a ‘positive learning’ approach, incorporating very clear guidelines on behaviour, rewards and sanctions. The following policy sets out those rules, rewards and sanctions.

School wide rules

These rules cover all areas of school life:

1. Treat others with respect. (No bad language or teasing).
2. Look after our school and everything in it.
3. Move quietly and calmly around the school.
4. Keep hands, feet and objects to yourself.
5. Do what you are told by an adult, when you are told to do it.

In addition, class teachers will agree, with their children, class rules that might focus on class behaviours that need addressing.

Rewards

We believe that praise and positive reinforcement is the best way of encouraging good behaviour.

Children are rewarded for a range of positive behaviour, efforts with work and excellent attitude to school by an adult giving a team point; this may be in the form of a sticker, stamp, written comment or the physical addition to a chain or tower.



Gorran Primary School

BEHAVIOUR MANAGEMENT POLICY

The Houses are as follows:

Caerhays blue Vault red Hemmick yellow

A weekly assembly will see the class total of house points added onto the school 'running chart'. As each team passes certain scores, they will receive rewards, such as extra play, or a non-uniform day.

Every week the adults working with each class will nominate one person as the next week's special person, they will receive a certificate in the Friday awards assembly.

The rewards system will still allow for spontaneous reaction to special work or actions by pupils or groups of pupils. So the usual practice of sending good work for colleagues or the headteacher to praise will also happen.

Dinnertime rewards: Lunchtime supervisors have raffle tickets to give as an instant reward for positive behaviour. Each week two tickets are drawn and the lucky children rewarded with a prize.

Rewards for positive behaviour are also recorded on 'Class Dojo', an online communication program that aids home/school communication.

Sanctions

Sanctions will be consistent across the school both in the classrooms and on the playground. When behaviour or attitude is deemed unsatisfactory by the adult present the following sanctions will be followed:

1. Name on board (with no confrontation) warning
2. X 2mins in at break, or, stood outside Elephants/ Lions (Giraffes have 2 minute away from activities)
3. XX 10mins in at break
4. XXX sent to another class for the rest of the lesson, let the parents know.
5. XXXX internal exclusion, work outside Mr Sleep's office and inform parents

It has been agreed that the headteacher will be the final sanction and class teachers are happy to contact parents with their concerns before the headteacher is involved.

If behaviour is deemed as serious, sanctions can be jumped / bypassed. In this case an agreed sanction, (between HT and member of staff), such as missing a series of breaks is usually the norm.



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BEHAVIOUR MANAGEMENT POLICY

Exclusion for serious offences (appendix 2) is deemed as a last resort as this leads to a permanent record against the child and school.

Inappropriate behaviour results in a deduction from 'Class Dojo'. This is seen by the child's parents.

Dinnertime sanctions operate the same principles but differ slightly:

- 1 Reminder how to behave (warning)
- 2 If they continue to misbehave, or the behaviour is more serious, the child will miss two minutes of play standing by wall or sitting on bench – tell teacher at end of break.
- 3 Continued or more serious behaviour: the child is sent in to staff room and will miss 10 minutes of play.
- 4 If the behaviour persists upon return to playground teacher will be informed

Again, if behaviour is deemed as serious, sanctions can be jumped / bypassed.

If this doesn't work

Occasionally, the system of rewards and sanctions above may not work. In this case we will work with the children and parents in a variety of ways. This could include:

- 'Report cards' where behaviour is recorded for every session and the information from this is shared with parents.
- An individual behaviour plan with personalised targets.
- Home/school books, where parents and school have a running dialogue about a child.
- Regular meetings to discuss the child.
- The involvement of other professionals, such as Parent Support Advisors or the Social and Emotional Behavioural Support Service.

Having read the above policy please go back and read the first couple of sentences again.....this is a school where children are well behaved.

Policy adopted: Oct 05

Policy Review: Oct 07

Policy Review: March 2010

Policy Review: March 2012

Policy Review: March 2015

Policy Review: January 2017



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Appendix 1

Some different rules that could be used at the class rules level

- Try to sort out your own problems by talking and only take them to an adult if this doesn't work.
- Be kind to others and take good care of them.
- Listen to what others have to say before you comment.
- Be honest and tell the truth.
- Tell if you're bullied, frightened or threatened.
- Use quiet voices and move around calmly in school.
- Take care of your own possessions and make sure you ask before using someone else's things.
- Try to do your best at all times, even when it's difficult.
- Share your time, games, problems and friendship with others.
- Co-operate with others and help them if they need it.
- Be polite, well mannered and considerate towards others. Listen to and follow instructions.
- Show respect for other people and their property.
- Keep hands, feet and objects to yourself.

Appendix 2

Some definitions of serious behaviour

- Physical assault on another person;
- deliberate damage to property or belongings;
- complete refusal to follow school discipline code or to do as a member of staff asks;
- verbal abuse.



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