



# 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. Staff are encouraged to take a PACE approach (Playfulness, Acceptance, Curiosity and Empathy) in their interactions with the children. This avoids judgemental confrontations and shows a respect for the children. We encourage the children to take responsibility through a restorative approach. The following policy sets out those rules, rewards and sanctions.

### School wide mantra

#### These themes cover all areas of school life:

1. Respect
2. Ready
3. Safe

These themes will form the basis of PHSE lessons and discussions where their scope is explored and explained. For example:

**Respect** would include respect for other people, their views, faiths, for the fabric of the school, for the environment, to name but a few areas

**Ready** would include being ready to learn: having the right attitude, equipment, etc. It would also include getting enough sleep and a good breakfast. It could include knowing what to do in certain situations, such as fire drills.

**Safe** would include physical safety, online safety, mental safety and the safety to express opinions

These are not definitive lists, but are indicative of an inclusive and thoughtful ethos.



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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, or written comment. We also use ClassDojo to let parents know of rewards, send messages home and share successes with other members of staff – for example going to share work with the head or a previous teacher. Lunchtime supervisors give ‘in it to win it’ tickets for good behaviour, or good attitudes.

### 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 total’. 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 choice of prize.

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



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### Restorative Practice

When children break the rules, there can be a range of reasons for this. It is important to try and recognise the reasons for actions, as well as the effects that they have (PACE). Members of staff are encouraged to talk through these issues with the children to try and help them take responsibility and find a way to 'put it right'. Members of staff should help to mediate this process, especially if an incident involves two or more children. The dialogue would typically use a framework like this:

- What happened?
- What were you thinking and feeling at the time?
- What have you thought about it since?
- Who has been affected and in what way?
- How could things have been done differently?
- What do you think needs to happen to make things right?

### Sanctions

Whilst the restorative approach is powerful in helping children face up to their responsibilities, it does not replace the need for 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. Verbal reminder
2. Formal warning – this may include an name on the board
3. An appropriate sanction (for the age of the child and the severity of the behaviour) followed with a restorative talk.

Sanctions include missing play for a short while, catching up with work, cleaning up a mess made or working on a specific task set by the member of staff. It is important that the children are aware of sanctions before they are imposed: "If you don't finish that work, you will be choosing to finish it during your break," for example. Framing the sanction so that it is shown as a choice that the child has made is useful.

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.



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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 usual.

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 have a time out of two minutes standing by wall or sitting on bench – tell teacher at end of break.
- 3 Continued or more serious behaviour: send another child to the staffroom for a teacher.

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: March 2015**

**Policy Review: January 2017**

**Policy Review: October 2018**

**Policy Review: March 2021**



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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.