Gilnow Primary School

Positive Behaviour Policy

Headteacher: Miss K Hesketh

This policy was reviewed by the Senior Leadership Team and accepted by the Governing Body in June 2024.

INTRODUCTION AND RATIONALE

At Gilnow Primary School, we work hard to create a safe and happy learning environment, where everyone is respected and included. We have high expectations of children's behaviour and understand that teaching children how to manage their behaviour enables them to access and enjoy their learning and, therefore, fulfil their potential. Our curriculum is carefully planned to develop children's understanding of the world that they live in, and to promote the values of inclusiveness, understanding and tolerance.

Our approach to behaviour reflects our school vision:

At Gilnow, we endeavour to create a caring, inclusive and safe learning environment, where all children are supported in fulfilling their potential, regardless of their background, needs or starting points. Our work as a school is built on our positive working relationships, taking the time to know and understand our children and families, so that we can provide the highest quality education and wrap-around support. We are proud to be a community school, serving a diverse local area – we respect and celebrate our differences, whilst recognising that our similarities unite us in our shared vision.

Promoting Positive Behaviour:

Our positive behaviour policy outlines our expectations, routines and systems that enable us to create and maintain a calm, safe and welcoming learning environment for the children at Gilnow Primary School:

1. The start of the school day:
    - The school gate opens at 8:50 and lessons start at 8:55. Staff are on duty from 8:50 every morning.
    - Class staff greet the children positively at the school door, allowing a small amount of time for parents to share information with staff.
    - Teachers ensure that they are in the classroom ready for learning to begin at 8:55.
    - 'Target time' learning tasks are ready for children from Y2 onwards when they enter the classroom to encourage a settled start to the day. These are simple, well-structured tasks that children can work on independently without high levels of adult explanation.
    - Children are expected to enter the classroom quietly and begin work independently from Y1 onwards.
    - Support staff monitor the cloakrooms, encouraging the children to move into classrooms quickly and quietly.
    - These systems are replicated at the end of breaktime and lunchtime play.

2. Moving around the school:
    - Children are expected to move around school quietly and calmly.
    - If children are moving around school as a class or large group, this should be done in one straight, quiet line. The adult leading the line should pause at regular intervals to monitor behaviour and ensure that all children are following instructions.
    - Each class has a 'lining up order' to ensure smooth transitions and minimal distractions.
    - Staff model quiet voices when moving around school.

3. Learning time:
    - Adults give clear instructions for children to follow, e.g. 'when I have finished speaking, I would like you to ____'
    - Class staff expect children to be 'ready to learn' – expectations that are displayed in all classrooms – during whole class and group teaching and should promote this through high expectations and clear classroom systems.

- Class staff ensure that all equipment is always ready for children's learning and should develop age-appropriate systems to ensure that children learn to take increasing care of their equipment over time.
- Class staff model the use of 'learning voices' and expect children to work quietly and independently when this is appropriate to the task.
- Class staff use a high level of praise to promote their high expectations of behaviour and learning.
- Class staff move around the room regularly when children are working to monitor learning and behaviour.
- Children are expected to put their hand up when they want to speak during whole class or independent learning.
- Children are expected to remain in their seats as appropriate during lessons – the adult goes to the child to provide support.
- Class staff use a variety of low level strategies, including proximity, tactical ignoring and non-verbal cues to manage behaviour on an on-going basis throughout the lesson.
- If a child is not showing good behaviour, class staff will use the following steps:
    1. A low-level or non-verbal strategy
    2. The adult will speak quietly to the child on their level to explain their behaviour and describe briefly how it needs to change. E.g. 'you are shouting out and I need you to put your hand up if you need to speak to me'
    3. The adult will speak quietly to the child to give them a warning that their name will be moved if the behaviour continues.
    4. The child's name will be moved onto the 'thinking cloud' on the class behaviour chart.
    5. If a child is on the 'thinking cloud' at the start of breaktime or lunchtime, a consequence should be put in place by the class teacher. This should be the removal of a privilege e.g. to miss some of their break time to complete their work.
    6. When a child has completed their sanction, their name should be moved back to the middle of the behaviour chart.
- Teachers should carefully monitor children's behaviour. If a child reaches the 'thinking cloud' on a consistently regular basis, the child's behaviour should be discussed with the Headteacher, so that additional strategies and support can be put in place.

4. Lunchtimes and breaktimes:
    - Play and activities are well-organised by staff to promote personal and social development.
    - Staff move around the area regularly to monitor behaviour during playtimes.
    - Staff use a variety of low level strategies, including proximity and non-verbal cues to manage behaviour.
    - If a child is not showing good behaviour, staff will use the following steps:
        1. A low-level or non-verbal strategy
        2. The adult will speak quietly to the child to explain their behaviour and describe briefly how it needs to change. E.g. 'you are being rough when you are playing and I need you to play with the football without tackling other children.'
        3. The adult will speak quietly to the child to give them a warning that they will go to the 'thinking bench' if the behaviour continues.
        4. The child will be asked to spend 5 mins on the 'thinking bench'. After 5 mins, the adult will check if the child is calm and ready to talk. If they are, they will have a conversation about the behaviour and what the child needs to do differently next time. If children are calm, they can return to play.

5. Wider strategies:
    - Staff model the use of quiet and polite voices at all times.
    - Staff develop positive relationships with children, based on mutual respect and high regard.
    - Staff use positive comments and actions to recognise and promote good behaviour.
    - Staff follow up with action when needed.

- Sanctions are given without an audience when possible and in line with our policy e.g. after a warning.
- Staff explain reasons for sanctions clearly and make sure children understand what they need to do differently next time.
- Staff tell children what is wrong with the behaviour they are seeing, rather than asking the child.
- Staff support children in re-engaging successfully in learning or play activities following a consequence.

6. Acknowledging positive behaviour:
    - Verbal praise
    - Choosing the child for a sought-after task or responsibility
    - A class award e.g. Star Pupil
    - Awarding a MM point
    - Giving a sticker
    - Move on the traffic lights to 'Gilnow Gold'
    - Positive conversation with parents

Responding to behaviour:

If a child is not showing good behaviour, staff will follow the steps outlined in the earlier stages of this policy.

The following are defined by school as **serious behaviour incidents**. These should be dealt with by the class teacher, with advice from the Headteacher as needed, reported to parents and recorded on CPOMs:

- Physical violence
- Discriminatory language (including, but not limited to, racist, homophobic, sexist comments)
- Bullying – this is clearly defined as repeated, targeted unkind behaviour, which happens 'several times on purpose'. It is treated much more seriously than an isolated incident.

However, if a child does not respond to these steps or the behaviour displayed is more serious, further strategies, support or consequences may need to be put in place. Often an immediate consequence would be given alongside a programme of support to improve behaviour over time. This would happen following a discussion with the Headteacher and might include:

- Playtime detention – Reflection Time. This would always be supervised by a member of school staff and, if it happened at lunchtime, would give children a reasonable amount of time to eat, drink and use the toilet. During 'Reflection Time' the children sit silently and do not interact with other children. The older children may complete a reflection log and all children discuss their behaviour with the adult leading the reflection session.
- Loss of a right or privilege e.g. a club.
- Withdrawal of the right to attend a school visit – this would only happen if the child's behaviour is identified as posing a health and safety risk.
- Searching or confiscation of property.
- Behaviour support meeting.
- Parents meeting.
- Respect diary to monitor behaviour over a period of time.
- Work with external agencies, including the Virtual Head for CLA.
- Removal from the classroom. This is a serious consequence and should only be used when other in-class strategies have already been attempted. This is when a child is removed to continue their education, under the supervision of a member of staff, but away from their usual classroom and peer group. Parents should be informed if this strategy has been put in place.
- Managed move
- Suspension
- Permanent exclusion

The Headteacher would follow guidance outlined in the DfE 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England including pupil movement guidance' if a consequence of this level felt needed.

The law states that teachers can sanction pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a rule or fails to follow a reasonable instruction, the teacher can apply a sanction on that pupil. Staff can issue sanctions any time pupils are in school or elsewhere under the charge of a member of staff, including on school visits. This also applies in certain circumstances when a pupil's misbehaviour occurs outside of school.

A sanction will be lawful if it satisfies the following three conditions:

a) The decision to sanction a pupil is made by a paid member of school staff or an unpaid member of staff authorised by the Headteacher;

b) The decision to sanction the pupil and the sanction itself are made on the school premises or while the pupil is under the lawful charge of the member of staff;

c) It does not breach any other legislation (for example in respect of equality, special educational needs and human rights) and it is reasonable in all the circumstances.

Corporal punishment by school staff is illegal in all circumstances.

Behaviour and SEND:

We have high expectations of behaviour for all children and put strategies and support in place if needed to enable all children to achieve their potential and feel part of our school community.

Where a child is identified as having an additional need or disability, school will consider whether any reasonable adjustments need to be made and whether the child's SEND might impact on their behaviour. This would be considered on an individual basis, with the involvement of the SENCo where appropriate, as school would not assume that every incident of misbehaviour would be related to the child's SEND.

We are aware of the impact that ACE's and mental health can have on a child's behaviour and provide pastoral support in school, or through external agencies as required, to support children with these. School has a trained Mental Health Lead.

Behaviour outside of school:

School may sanction a child for behaviour that has occurred outside of school, including online behaviour, under the following circumstances:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil;
- that could adversely affect the reputation of the school.

The use of reasonable force:

There are circumstances when it is necessary for staff to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

Staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils. The Headteacher or Deputy Headteacher may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to

search for other items banned under the school rules. When considering using reasonable force staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

School refers to the detailed guidance outlined in the DfE document, 'Use of Reasonable Force'.

Searching, screening and confiscation:

School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

School would conduct a search if we had reason to believe that a child had brought any of the following items into school:

- knives or weapons (school includes any objects replicating these e.g. a BB gun),
- alcohol,
- illegal drugs,
- stolen items,
- tobacco (school includes any objects that are associated with drugs or smoking e.g. a vape),
- fireworks,
- pornographic images,
- any item that we reasonably suspect have been or are likely to be used to commit an offence or cause harm
- mobile phone or electronic device (that had not been agreed between parents and school and handed in to the class teacher upon arrival at school)

School refers to the detailed guidance outlined in the DfE document, 'Searching, screening and confiscation at school'.

Child-on-child sexual violence and harassment:

School would follow the principles set out in 'Keeping Children Safe in Education' relating to allegations of child-on-child violence and harassment. We are very clear in every aspect of our culture that sexual violence and sexual harassment will not be tolerated and that pupils whose behaviour falls below expectations will be sanctioned. Staff understand that all inappropriate language and behaviour should be challenged and never regarded as 'banter' or 'a joke'.

Roles and responsibilities:

Senior Leaders: The school leadership team are highly visible and are responsible for setting and maintaining the behaviour culture and an environment where everyone feels safe and supported. They routinely engage with pupils, parents and staff on issues relating to behaviour. Governors are involved in the development of school's ethos and there is a named Governor responsible for behaviour. The Headteacher reports behaviour incidents to the Governing Board on a termly basis.

Teachers and Support Staff: Staff are responsible for the consistent daily implementation of the behaviour policy. They should communicate the school's values, ethos and expectations through explicit teaching, all interactions with children and the way in which they conduct themselves within their role.

Parents: Parents have an important role to play in upholding school's behaviour policy. They should support their child in developing strong morals and conduct and should work closely with the school to help their children to behave well inside and outside school.

Children: The school's behaviour expectations should be shared explicitly with the children, so that they can learn to behave, with support and guidance as needed, in the ways expected by school and society. They should understand

that they have a duty to follow the behaviour policy and should take increasing responsibility for themselves and the wider school community as they mature.

The behaviour policy is shared with new staff upon their induction and revisited regularly with current staff. Leaders identify opportunities for staff to engage in relevant CPD relating to behaviour and provide support as needed to develop effective skills in behaviour management for the wide range of children in our care.