

GILLINGSTOOL PRIMARY SCHOOL

Inspire ~ Believe ~ Achieve



BEHAVIOUR POLICY

Signed ... 

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Chair of Governors

Date: April 2021

Signed 

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Headteacher

Date: April 2021

Behaviour Policy Principles

'Be Ready, Be Respectful and Be Safe'

At Gillingstool Primary School, we recognise that clear structure of predictable outcomes have the best impact on behaviour. Our policy sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of **Paul Dix** and his book, **'When the Adults Change, Everything Changes'**. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

"When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat students down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour."

Paul Dix, Pivotal Education

The school has three simple rules: 'Be Ready, Be Respectful and Be Safe' which can be applied to a variety of situations and are taught and modelled explicitly. We also understand that some children have complex educational and emotional needs which impact on their understanding of and ability to follow our behaviour expectations. These children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

Gillingstool Primary School is committed to creating a caring environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to the three school rules of being: 'Ready, Respectful, and Safe.'

Aim of the behaviour policy

- To provide a safe, comfortable and caring environment where optimum learning takes place
- To provide clear guide for children, staff and parents of expected levels of behaviour
- To provide a consistent and calm approach
- All adults take responsibility for behaviour and follow-up personally
- Adults use consistent language to promote positive behaviour and
- To use restorative approaches instead of punishments.

Purpose of the behaviour policy

To provide simple, practical procedures for staff and students that:

- Foster the belief that there are no 'bad' students, just 'bad choices'
- Encourage students to recognise that they can and should make 'good' choices
- Recognise behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

Expectations

All staff must:

- Take time to welcome students at the door of their classrooms at the start of the day
- Refer to '**Ready, Respectful, Safe**'
- **Model** positive behaviours and build relationships.
- Use a **visible recognition** mechanism throughout every lesson.
- Never walk past or ignore students who are failing to meet expectations.
- Be **calm** and give 'take up time' when going through the steps. Prevent before sanctions.

The Headteacher and The Senior Leadership Team must:

- Be a visible presence around the school to encourage appropriate conduct
- Encourage use of Positive Notes and Positive Phone Calls
- Regularly celebrate staff and students whose efforts go above and beyond expectations
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions
- Support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations
- Support teachers in managing students with more complex or challenging behaviours
- Make sure that the 'buck stops here'

Best Practice

Members of staff who manage behaviour well:

- Deliberately and persistently catch students doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all students
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by students
- Demonstrate unconditional care and compassion

Students want teachers to:

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour

School Wide Consistencies

Our Rules	Visible Consistencies	Over & Above Recognition
1. Be ready 2. Be respectful 3. Be safe	1. Daily meet and greet 2. Legendary lining up 3. Fantastic walking 4. Wonderful waiting	1. Recognition boards 2. Stickers 3. Over and Above certificates 4. Postcards home 5. Phone calls home 6. Hot Choc with the Head

Relentless Routines

Praise in Public (PIP)	Fantastic Walking Around School	Consistent Language
Remind in Private (RIP)	Legendary lining up at all times	Wonderful waiting for assembly etc

Gillingstool Stepped Boundaries

remind in private, use child's name, child level, eye contact, deliver message		
1. NON-VERBAL CUES	raised eyebrow, hand gesture, teacher look	
2. REMINDER	reminder of rules, repetition of instruction	Example – 'Bert, remember the school rules: Ready, Respectful Safe. Please get your pen ready.'
3. CAUTION	reminder of rules, acknowledgement of noticed behaviour and outline of expected behaviour	Example - 'Bert, I notice that you chose to run. This is a reminder that we need to be safe. Please walk. Thank you for listening.'
4. LAST CHANCE	reminder of rules, acknowledgement of noticed behaviour, reference to previous good behaviour, mention of next stage	Example – 'Bert, I noticed you were not being safe when you kicked Harry. If you choose to break the rules again you will have to leave the class and go to the group room. Do you remember yesterday when you were a good friend to Sally? That is the behaviour I expect now. Think carefully. I know that you can make good choices.'
5. TIME OUT in class	acknowledgement of noticed behaviour, instruction to leave lesson, mention of follow up conversation	Example – 'Bert, I noticed you chose to throw your book across the room. You need to go to quiet area. I will come and speak to you in two minutes.'
	REPAIR AND RESTORE (neutral, dispassionate language) <ol style="list-style-type: none"> 1. What happened? 2. What were you feeling at the time? 3. What have you felt since? 4. How did this make people feel? 5. Who has been affected? 6. What should we do to put things right? 7. How can we do things differently? 	
6. TIME OUT in another class	acknowledgement of noticed behaviour, instruction to leave classroom, mention of follow up conversation	Example – 'Bert, I noticed you haven't begun your writing. You need to go to Year 6 for 15 minutes. I will come and speak to you at the end of the lesson.'
	REPAIR AND RESTORE (neutral, dispassionate language) <ol style="list-style-type: none"> 1. What happened? 2. What were you feeling at the time? 3. What have you felt since? 4. How did this make people feel? 5. Who has been affected? 6. What should we do to put things right? 7. How can we do things differently? Child to complete reflection sheet (KS2) and catch up on any missed work.	
<p>DO NOT describe child's behaviour to other adults in front of the child.</p> <p>SLT can be used to cover your class whilst you have the restorative conversation but the conversation must be held by the adult who has the relationship with the child.</p>		

Engagement with learning is always the primary aim. For the vast majority of learners a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a learner is out of your lesson is one where they are not learning. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. Do not pander to attention seekers. All learners must be given 'take up time' in between steps.

It is not possible to leap or accelerate steps for repeated low-level disruption.

Severe Behaviours

Some children exhibit particular behaviours based on early childhood experiences, special educational needs and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they can control extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child. These children will have bespoke 'Positive Handling Plans'. Further information can be found in our Severe Behaviour Policy.