



# Behaviour & Positive Relationships Policy

Approved by: Headteacher, SLT & Governors

Last reviewed: October 2024

Next review: July 2026

It is our aim at Gaskell Primary School to create and maintain a secure, happy, calm and safe environment throughout the school, in which all children learn well, and staff deliver quality lessons. To support this, we have developed a whole school approach to encourage a high standard of behaviour set within an ethos of positive behaviour management.

This policy addresses both the promotion of positive behaviour, in accordance with our school's general aims and ethos, in relation to children's personal, social and moral development and prepares them for responsibilities of adult life. Good behaviour underpins effective learning, and encourages good personal and social skills for life into adulthood. We encourage positive behaviour through the teaching of SMSC and our assembly themes.

We regard it to be a highly important aspect of children's education and development that they learn to behave well towards others and towards the community in which they live. We expect pupils to adhere to high standards of behaviour, which contribute to effective learning, and to do their best in everything they attempt. Behaviour which, in any way, disrupts learning, is unacceptable in our school, and, through the constant promotion of positive behaviour, we seek to minimise, if not eliminate any such behaviour. Alongside this policy, we are an inclusive school and endeavour to meet the needs of all children, including those with emotional and behavioural difficulties.

We are building our school behaviour policy around the following statement:



## Through this statement we aim to

- develop relationships based on a mutual respect between members of the school's inclusive community.
- ensure everyone has a responsibility that learning is the priority and follow the rules and procedures of the school
- develop in pupils a sense of self behavioural management and responsibility for their own actions
- create a climate where everyone takes pride in, and has concern for, the school environment
- encourage staff to have a whole school responsibility for the behaviour of all pupils at all times
- promote a positive image of the school through contributing positively to the wider community
- inform and cooperate with parents / carers about their child's positive or negative behaviour patterns to gain their support

Where possible we feel that the emphasis with regard to behaviour management in school should be on the positive approach of encouragement and praise. All of this should be done with reference to our Behaviour Statement.

At the start of each term, this policy is revisited with each class by the class teacher to promote a discussion about what good behaviour in their class and around school will look like in line with this policy.

<i>Kind hands</i>	No negative physical contact with others, keeping the school tidy, opening doors for others, writing neatly in our workbooks, walk around school sensibly, looking after school property
<i>Kind words</i>	Using manners consistently in and out of school, giving praise to others, no name-calling, show empathy – 'think before you speak'
<i>Kind hearts</i>	Play together, work hard and listen, show empathy – 'think of others', show respect, show tolerance, be your best
<i>Be kind to yourself</i>	Believe in yourself, never give up, be happy, be active, eat healthily, have a healthy mind

## Staff behaviours and management of child behaviour

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages children to be engaged in learning.
- Plan lessons which are engaging and adaptive for every learner
- Adopt a range of strategies to ensure classroom dialogue is inclusive and consistent for all. (No Hands Up)
- Refer to 'The Gaskell Way' - a visual code of conduct which is present in classrooms and around school (**Appendix 3**)
- Develop a positive relationship with children, which may include:
  1. Greeting children in the morning/at the start of lessons
  2. Establishing clear routines
  3. Highlighting and promoting good behaviour

4. Concluding the day positively and starting the next day afresh
5. Having a plan for dealing with low-level disruption
6. Using positive reinforcement

All adults in school need to be aware of the impact of their voice when dealing with behaviours. **Shouting should only be done if there is a dangerous situation.** There may be a need for a raised voice when working outside. Shouting in a classroom can have an adverse effect on all the other children in the room. Most of the effective behaviour management can be done without the need to raise voices.

Silent signals are to be used in whole school or phase situations:

- **Team stop signal** prepares children for next activity so. The 'single arm' stop signal is used at playtime, in assembly, during transitions, at lunchtime and on trips.

## **POSITIVE REWARDS**

We offer children rewards for positive behaviour (being kind) shown inside and outside of school. We believe that rewards motivate children and help them to see that good behaviour is rewarded.

Rewards used are:

- Positive comments in children's work;
- Verbal feedback;
- Taking excellent work to another teacher and to the Head teacher for praise and stickers;
- A weekly 'Celebration Assembly' where Star of the Week certificates are awarded to celebrate children's achievements;
- Star of the Week 'top table' at lunchtime to commend the certificate winners;
- Star of the week winners to wear 'Star of the Week' badge around school for the week;
- Sharing achievements with parents [Praise Postcards are sent to praise individual children half termly];
- A half termly celebration of 'Hot chocolate with the Head' to commend children who have been showing kind hands, kind words, kind hearts in all aspects of school life.
- House points are awarded in class and around school for positive behaviour (kind hands, kind words, kind hearts) and wearing the school uniform with pride.

## **Behaviour Guidelines**

At Gaskell Primary School we encourage good behaviour at all times but are aware that some children may find following the school rules a challenge in some situations. We have identified areas of misbehaviour and placed them into three broad bands. The fourth band will be for incidents of serious misbehaviour which will be dealt with by our pastoral support programme and may include external agencies.

<p><b>LEVEL 1</b></p>	<p>Misbehaviour that can be effectively managed within a classroom environment by the class teacher and/or Teaching Assistant.          Misbehaviour that can be effectively managed at play by the staff on duty.  <b>(See appendix 1)</b></p>
<p><b>LEVEL 2</b>  <i>[Persistent Level 1]</i></p>	<p>More serious/negative misbehaviour that is not as easily managed within the classroom/playground environment.  <b>*The child will have reflection time during break or dinner.</b>          [15 minutes for one incident, or for a series of level 2 behaviours, it would be a full dinner time]          If the incident happens in the afternoon, the restorative conversation happens as soon as possible [when the child is ready to talk] and then break time is missed the following day as a sanction.  <b>It is important that a restorative conversation is had with the pupil. [See further guidance Appendix 2.] If this was to continue it would lead to an <u>internal suspension</u>.</b>  <b>*All Level 2 incidents to be logged on Arbor by the adult who has dealt with it. If the incident happens during lunchtime, this will be logged by the class teacher. Parents to be informed at the end of the day.</b></p>
<p><b>LEVEL 3</b>  <i>[Persistent Level 1 and 2]</i></p>	<p>Continuous Misbehaviour [Level 1 and 2] This may require the intervention of an Individual Behaviour Programme (IBP). The HT and DHT must be informed.  <b>*Internal Exclusion may be necessary. Dependent on behaviour, removal may be required immediately.</b>  <b>*If the behaviour involves child on child – inappropriate sexual behaviour. Refer to the Safeguarding Policy.</b>  <b>It is important that a restorative conversation is had with the pupil. [See further guidance Appendix 2.] If this was to continue it would lead to an <u>external suspension</u>.</b>          The class teacher will make a referral to the SENCO and parents will be involved.  <b>*Class teacher/phase leader to log this as an incident on Arbor/CPOMs.</b></p>
<p><b>LEVEL 4</b>  <i>[Repeated Level 3]</i></p>	<p>Extreme Behaviour - <b>*Removal of child immediately to SLT office.</b>          Formal pastoral support programme actioned by a Child Concern Meeting that will involve parents, class teacher, the Head teacher, SENCo and external agencies  <b>*Class teacher/ phase leader to log this as an incident on Arbor/CPOMs.</b>  <b>*External Exclusion likely.</b>  <b>*Permanent exclusion possible dependent on the nature of the behaviour/ persistent breaches of behaviour policy.</b>  <b>*If the behaviour involves child on child – violent sexual behaviour. Refer to the Safeguarding Policy.</b></p>

In cases of a formal exclusion the Governors and Head teacher follow the procedures as set down by the Local Authority and Department for Education See additional guidance: [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/671222/suspension-and-permanent-exclusion-from-maintained-schools-academies-and-pupil-referral-units-in-england-including-pupil-movement.pdf) Page 11+

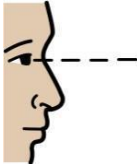




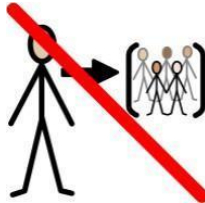

## Types of Behaviour

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Not on task	<b>ANY PERSISTENT L1</b>	<b>ANY PERSISTENT L1 &amp; L2</b>	<b>ANY PERSISTENT L2 &amp; L3</b>
Disturbing others during learning	Refusal to complete work	Vandalism of school property.	Vicious acts – including hitting, kicking, punching.
Answering back	Minor vandalism	Persistent stealing	Persistent bullying and verbal abuse.
Not following instructions	Stealing	Repeated bullying & name calling.	Extortion
Being mean/telling lies/ getting others into trouble	Direct verbal abuse	Aggressive hitting, kicking & punching [2 <sup>nd</sup> offence]	Dangerous refusal - putting themselves or others in danger.
Shouting out to interrupt	Isolated act of violence – hitting, kicking, punching etc.	Abuse -Threatening behaviour towards adults/ staff/ peers	<b>Child on Child – Second Instance –</b> Inappropriate sexual behaviours *
Unsafe movement around school	Persistent name calling.	Leaving school premises without consent.	<b>Child on Child –</b> Physically violent sexual behaviours *
Unsafe Behaviour/ Careless damage	Spitting	<b>Child on Child – Single Instance –</b> Inappropriate sexual behaviours *	
Playtime incident (unintentional)			

**Appendix 1**

**BEHAVIOUR MANAGEMENT FLOW CHART**

(Low level/persistent breaches of code of conduct/school rules)

<p><b>L1</b> (Class Teacher/ TA/SMSA)</p> <p>↓</p>	<p><b>Non- Verbal cue</b></p> <p><b>And/Or</b> Positive Praise to spotlight desired behaviours</p>	
	<p><b>Gentle verbal reminder</b></p> <p><i>Supported by visuals [EYFS/KS1 or as necessary]</i></p>	
	<p><b>Firm verbal reminder</b></p> <p>Ensure to make explicit what you want them to do/ stop doing and the consequence.</p>	
<p><b>L2</b> (Class Teacher/ Phase Leader)</p> <p>↓</p>	<p><b>Missed play/ lunch time</b></p> <p>Arbor behaviour/ Expected work to be completed</p>	
	<p><b>Restorative meeting</b></p> <p><i>What's happened? What was each party thinking? Who feels harmed and why? What have each party thought since? What behaviours will each of us show next time?</i></p> <p><i>Reaffirm your commitment to building a trusting relationship.</i></p>	
<p><b>L3</b> (Class Teacher/ Phase Leader/ SLT)</p> <p>↓</p>	<p><b>Internal Referral</b></p> <p>Children will be internally removed and a member of SLT will continue the process.</p> <p>Arbor behaviour/ Parent to be involved.</p>	
	<p><b>Formal meeting</b></p> <p>Parents will be invited to speak with SENCo and/ member of SLT and class teacher to discuss child's misbehaviours and agree objectives for an IBP.</p>	

Any behaviour which goes beyond L4 will be dealt with in line with school/ Bolton authority policy.

## **Appendix 2**

## **A Restorative dialogue**

**STEP 1.** Open the lines of communication.

Let your children know that you will listen to them and their perspectives, then do just that. This is not the time for lectures or judgement. Say:

*I wanted to talk with you about .*



# BE KIND

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# The Gaskell Way



Kind Hands



Kind Words



Kind Hearts



Be Kind to Yourself