

THOMAS GRAY BEHAVIOUR POLICY 2020

Review date: Autumn 2021

We believe that all children at Thomas Gray Primary School have a right to education, care, safety and an opportunity to develop and enjoy good relationships. We also believe that all staff should have a right to teach and support children's education in a calm and purposeful atmosphere. We recognise that a clearly defined policy will assist in developing a positive, supportive atmosphere, conducive to successful learning. It will encourage independence, self-reliance and ultimately self-discipline and a sense of responsibility.

“Classroom management is not about having the right rules, it's about having the right relationships”

AIMS

To foster high standards of behaviour through high expectations and positive role- models from Nursery to Year 6.

To encourage good behaviour through the provision of a stimulating curriculum and well organised classroom management.

To actively promote good behaviour, through positive encouragement and rewards rather than negativity and punishment.

To provide a simple and fair framework of expectations, which is understood by all and applied consistently by every member of staff.

To promote self-respect and develop self-esteem, through high expectation of standards of dress and cleanliness.

To encourage pride in the school, through respect for each other, respect for belongings and respect for the building and environment.

To promote a partnership between teachers, parents and children, to develop mutual respect and understanding.

To promote a positive image of the school, and develop a reputation for high standards of behaviour within the wider community.



OBJECTIVES

To expect and demand high standards of behaviour at all times.

To expect and ensure politeness and good manners at all times.

To teach children to listen when appropriate, not to interrupt others and to learn to take turns.

To celebrate success, both social and academic.

To encourage the acceptance of an increasing level of responsibility.

To build and consolidate feelings of self-respect and self-esteem.

To provide opportunities for children to work towards the goal of self-discipline.

TEACHING AND LEARNING

“Classroom management is not just about having the right rules, it’s about having the right relationships.”

All classrooms will be well managed and organised reflecting the high standards expected.

All work provided will be relevant, appropriate and stimulating.

All areas of school will be kept appropriately tidy, both by staff and children.

All members of staff will expect high standards of behaviour from all children at all times.

In conversation, children will be expected to maintain eye contact with staff and to listen attentively, unless specific educational needs make this impossible.

All members of the school community will be expected to observe common courtesies such as 'please', 'thank you', 'excuse me' etc.

In teaching situations children will be expected to raise their hand before addressing a member of staff, where appropriate.

Children will be given frequent opportunities to work co-operatively and collaboratively, learning to share and take turns. (These opportunities will be limited by Covid risk assessments)

Class teachers have responsibility for individual children's behaviour within their classroom but must communicate any concerns to the Leader of that Key Stage so that strategies can be discussed and agreed before more formal steps are required. The SENCO will then be informed to discuss further needs of individual children.

Structured teaching of behaviour and self-esteem comes through our PSHE scheme (Jigsaw). Each unit must be taught in full to ensure coverage of every aspect of behaviour throughout school.

WE STRONGLY BELIEVE AND PROMOTE THAT THE USE OF REWARDS WILL HEAVILY OUTWEIGH THE USE OF CONSEQUENCES.

Staff at Thomas Gray recognise that -

“ Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to distress them.”

The Gottman institute.

Therefore Consequences will involve the expression of disappointment, displeasure or surprise. Internal incentives/programmes may be used in classrooms and whole school to promote behaviour and/or remind pupils of expectations.

Private rather than public reprimands will be made whenever possible.

Humiliation will not be used.

Criticism will focus on the behaviour NOT the child.

Children MUST NOT be excluded from lessons as a punishment, unless the other learners' are distracted.

Children MUST NOT be left unsupervised.

Staff will not negotiate with children in matters of discipline. (Individual views should be listened to but staff must not be drawn into arguments when investigating incidents)

“When little people are overwhelmed by big emotions it is our job to share calm, not join their chaos”

L.R. Knost

All children must be treated equally in matters of discipline.

OUR SCHOOL REWARD SYSTEM

Our whole school reward system is based on the principles of 'Good to be green' and celebrated through Dojo system and other rewards. (See appendix 1, 2, 3 for further information)

The use of a range of frequent rewards for children is an effective way to praise them for their hard work, effort, kindness, helpfulness and good behaviour and promotes a positive atmosphere and fosters the notion of high expectation. As a school, we use Class Dojo - teachers may use other rewards, incentives, initiatives in their classrooms.

Verbal and tangible rewards e.g. praise, written comments, stickers for children to put on sweatshirts.

Special mentions in class - public praise in front of peers.

Displaying children's work.

Showing children's work to parents, other teachers and the Principal.

Giving children classroom responsibilities.

Valuing children's opinions through circle time and allowing children the opportunity to praise each other.

LUNCHTIMES

Good behaviour at lunchtimes will be rewarded frequently by the lunchtime supervisors - linked to Dojo and lunchtime awards. If you get a lunchtime award you get to have afternoon tea with Miss Williams Assistant head teacher. (Suspended due to Covid 19)

All children must treat lunchtime supervisors with exactly the same respect they would afford any member of the teaching staff.

They should observe the same playground rules they do at any other time of day.

On completing their meal, children will leave the hall in an orderly fashion.

Misbehaviour may result in a warning or a yellow or red card.

Repeated misbehaviour will result in removal from the school during lunchtimes for a week or on a permanent basis if necessary.

At lunchtime, children will have a selection of active and quiet activities to choose from. They need to be able to 'let off steam' if needed after sitting and working all morning and consideration must be made for this. Lunchtime supervisors will organise physical activities such as skipping and football to ensure good behaviour with no aggression.

KS1

Positive reinforcement - Daily stickers for good behaviour throughout the dinnertime, both inside and out.

Children who are not able to share, take turns or who are being aggressive with other children will have 5 minutes time out standing with a member of staff and talking through his or her actions.

KS2

Lunchtime supervisors use Dojo, lunchtime awards to promote positive behaviour.

Any child from who is struggling follow these rules will be taken to the senior leader (Headteacher during Covid 19) for their Key Stage to discuss his or her actions.

PARTNERSHIP WITH PARENTS:

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps, which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour. The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

At Thomas Gray, we value the voice of our pupils and their parents/carers. If a parent feels like a behavioural issue has not been managed by the class teacher in the first instance then the following procedure should be adhered to:

Request an appointment with the Key Stage Leader to discuss concerns.

If a parent seeks further support from school, request an appointment with the Head teacher.

If a parent is not satisfied with the internal procedures following intervention from the Key Stage Lead and Head teacher, a request should be made for a meeting should be made with Chair of the Governing body or the Safeguarding governor.

INCLUSION FOR ALL

We aim to ensure that all pupils are treated equally and behave in the same way, irrespective of gender, race, class or ability. To do this, PSHE should reflect the diverse needs of all pupils in order to incorporate the principle of equality of opportunity and promote positive attitudes to diversity. PSHE is taught within the guidelines of the school's equal-opportunities policy.

OTHER RELATED POLICIES

Safeguarding & Child Protection ; JIGSAW - PSHE; Health and Safety; Equal Opportunities ;Anti-Bullying

PEER ON PEER ABUSE - KCSIE 2018

All staff should be clear as to the school policy and procedures with regards to peer on peer abuse.

KCSIE

All staff should be aware that safeguarding issues can manifest themselves via peers on peer abuse. This is most Likely to Include but is not limited to:

Bullying (including cyber bullying)

Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm. Sexual violence and sexual harassment;

Sexting (also known as youth produced sexual imagery); and

Initiation/hazing type violence and rituals

Peer on peer abuse is abuse and will never be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up'. All allegations of peer on peer abuse will be recorded as a child welfare concern and will be dealt with in line with the school behaviour policy and anti-bullying policy.

APPENDIX 1 GOOD TO BE GREEN

How we stay green at Thomas Gray. Need to check parts in yellow with staff and school council

Everyone starts with a green card every day

If you break a school /class rule, you will get a verbal warning!

If you don't stop, you will get a Yellow Warning Card and miss 5 minutes of play time or go on the time out spot. You will get - 5 dojo. If you improve your behaviour during the day you will have the chance to have your yellow card removed at hometime and the 5 dojo points remove.

If the behaviour carries on, you will be issued with a **RED card**. A member of staff will bring you to a senior leader (Headteacher during Covid 19) with a discipline sheet completed to ensure the correct explanation is given clearly!

You will only be sent to SLT (Headteacher during Covid 19) straight away, if your behaviour is dangerous to yourself or other children or if it stops the lesson continuing.

You will go straight to the Head teacher for intentional physical violence or inappropriate verbal abuse. In this case, professional senior leaders will use their professional judgement with regards to the consequence.

If you get a **RED card**: A member of the leadership team will telephone, text or speak to your parents to let them know and your name will be put in the behaviour log. You will also spend some time reflecting with a member of the leadership team (Headteacher during Covid 19). Your parents will be asked to speak to you about it so that it doesn't happen. You will also get 10 negative.

If you get two red cards in a week you may not be allowed to represent the school at extra curricular events such as a football match.

Pupils who have : shown outstanding kindness, been polite and helpful or have met *all* their targets will be given a Priveledge card./coin

A Silver Privilege card /coin means that you will get to choose a special activity such as Lego, or even choose an activity for the whole class to share! You will also get a postcard home to tell your parents how fabulous you have been.

We hope that everyone will stay green all week and enjoy a dip from the treasure chest and 10 dojo points.

Anyone who stays green all half term will receive a bonus 100 dojos.

APPENDIX 2 DOJO REWARDS

Internal incentives/programmes may be used in classrooms and whole school to promote behaviour and/or remind pupils of expectations.

The school has a DOJO REWARD SHOP that will be opened once a half term - a pupil may spend their dojos or bank up the credit until the end of term or the school year.

Negative dojos will automatically be given for any unauthorised absences, lates after the register closes and/or being unprepared for any lessons e.g. having no PE kit. Turn into positive if on time/ if remember kit get a dojo

Children will receive a verbal warning for inappropriate behaviour. If they persist with inappropriate behaviour they then will a yellow card and receive a negative dojo.

If issued with a red card you will receive 10 negative dojos.

APPENDIX 3 NURSERY

Young children need instant praise and encouragement for good behaviour and this will be a key factor of our early years provision. As PSED is a prime area in early years, a substantial amount of time will initially be taken up with behaviour/emotional development linked activities to encourage sharing, taking turns, self-confidence and self-esteem.

Children will spend a lot of time with their key worker and they will get to know their children well over the first few weeks. This will enable them to understand individual children's needs and work on their next steps in development. These warm relationships will help to nurture the children and enable positive role-modelling for each child. Each key person will spend time every week to develop this with every child in their key group.

All members of staff will help to develop a calm and positive environment within the nursery at all times.

Comments will be positive rather than negative, for example, 'please walk' rather than 'don't run'.

All staff need to have a consistent approach when dealing with behaviour - using the green happy face and red sad face.

Positive behaviour - green behaviour will be rewarded with a dip in the treasure chest.

If a child struggles to understand the boundaries of good behaviour it may be necessary for them to have some quiet time with their key worker, discussing why we do not want to see that behaviour again. This may be followed by a small amount of time of not being allowed to play with the others.

If persistent unwanted behaviour is seen then parents will be involved and their support asked for to help overcome this problem.

Parents will be supported if they ask for help with behaviour issues that arise at home, where possible.

Children's feelings will be considered at all times and plans put into place to help avoid any issues e.g. transition times as they enter school or move between rooms.

If needed, staff will engage the help of the SENCO in the first instance and then work with outside agencies such as health visitors, school nurse, educational psychologist etc. to help promote good behaviour.