

ST GABRIEL'S CE PRIMARY SCHOOL

Positive Behaviour Policy



September 2021

Our Christian Vision

Our St Gabriel's family nurtures every child to develop a sense of self belief, giving them **courage** to take risks in a bid to be the best that they can be. They develop **friendship** and **respect** for each other. They are surrounded by God's **love**, guiding them to offer **forgiveness** for those who may do wrong against them. They do this knowing that Jesus is by their side, guiding them to flourish, as they follow their chosen path.

Philippians 4:13 I can do all things through Christ who gives me strength.

The primary aim of our Positive Behaviour Policy is not a system of enforced rules. It is a means of promoting good relationships, so that children and staff can work together with the common purpose of helping everyone to learn. Christian Values are at the heart of our school ethos. When children are clear about what they are expected to do and when they are continually and consistently asked to do it, we believe that learning will take place. This Positive Behaviour Policy has been produced by the school community working together and it reflects both the Christian and British values which our whole school ethos is based upon.

The main aims of this policy are:

- ❖ To manage behaviour effectively throughout the school.
- ❖ To build self-esteem, positive attitudes and a feeling of belonging.
- ❖ To communicate the ethos of the school.
- ❖ To clarify the expectations of behaviour for all members of the school.
- ❖ To make the rules clear, explicit and easily understood.
- ❖ To communicate each individual's role in support of the management of behaviour.
- ❖ To reward good behaviour through positive reinforcement

At St. Gabriel's we will continuously strive to ensure that everyone is treated with respect and dignity. Each person will be given fair and equal opportunities to develop their full potential regardless of their gender, transgender, ethnicity, culture and religious background, sexuality, disability, or special educational needs and ability. The school will actively promote equality and foster positive attitudes and commitment to an education for equality.

Everything we do is aimed at achieving 'A place where children thrive'. This cannot be achieved without positive behaviour.

At St. Gabriel's CE Primary School we believe if we encourage staff, pupils and parents to value positive behaviour, we gain the following benefits:

1. The children are able to achieve their full potential and achieve academic success; - They are self- confident - They do as well as possible in their schoolwork.
2. Children develop good social relationships with their peers and adults; - They learn to care for one another and learn the value of friendship.

3. The children encourage one another to interact appropriately; - They become responsible and they develop a personal independence.

4. Teachers are able to teach effectively because they have few issues of inappropriate social interaction;

- ❖ They meet the needs of their pupils
- ❖ They are able to have positive contact with all parents
- ❖ They are able to develop personally and professionally.

5. Parents are assured that their children are learning appropriate behaviour; - They feel confident that their children are developing as whole people (personally, socially and academically). - They know that their children receive support when they need it. - They feel welcome to discuss their children's progress.

Role of the Pupil

Our children are still learning to socialise and develop their own opinions. They are also learning that they must take responsibility for their own actions. Occasionally, despite all efforts, conflicts will arise. This is different to bullying. Bullying is repeated behaviour with intention to harm or humiliate and a power imbalance occurs. (see Anti-bullying Policy for more information)

- ❖ Follow the school expectations (see St. Gabriel's Expectations below)
- ❖ Accept responsibility and the consequences of their actions
- ❖ Listen to and respond appropriately to what adults say

Role of Staff

Adults in the school have an important responsibility to model high standards of behaviour.

Adults in school are expected to:

- ❖ Create a calm, purposeful and positive atmosphere with realistic expectations
- ❖ Provide a caring and effective learning environment
- ❖ Encourage all pupils, whatever their ability, to achieve their full potential
- ❖ Encourage positive relationships based on mutual respect
- ❖ Staff will set and expect high standards of behaviour in and out of the classroom.
- ❖ Rewards and sanctions will be utilised by staff
- ❖ Inform the headteacher of any issues concerning poor behaviour, after which an agreed and an appropriate course of action will be taken.
- ❖ Involve parents at an early stage when a child is experiencing behaviour problems
- ❖ Provide a personalised approach to the specific behavioural needs of particular pupils, liaising with the headteacher and outside agencies as appropriate

It is the responsibility of all adults to implement the positive behaviour policy consistently throughout the school. When a pupil behaves inappropriately, it is the responsibility of all adults to ensure that the child is heard without interruption, at the appropriate time. Adults should not act upon the information until all areas of the investigation have been explored.

Role of Parents

Parents are expected to:

- ❖ Support their child in adhering to the school the expectations of good behaviour
- ❖ Ensure that their child fully understands the school expectations and the consequences of not adhering to them
- ❖ Inform the class teacher of any changes in circumstances which may affect their child's behaviour
- ❖ Discuss any concerns with the class teacher promptly

Role of Governors

The Governors of the school support the Headteacher and staff by:

- ❖ Promoting the Christian ethos of St. Gabriel's as a Church of England school where all are equally valued as members of the school community
- ❖ Creating an effective partnership between pupils, parents, staff and governors
- ❖ Maintaining a caring, safe and nurturing environment where pupils can flourish
- ❖ Developing a positive reputation in the community
- ❖ Ensuring that the school community is safeguarded

The happier and more secure a child feels within school, the more willing he or she will be to conform to our code of conduct.

REWARDS

A system of rewards known and understood by children, staff and parents is vital in encouraging good behaviour and preventing the poor behaviour for which sanctions would be imposed. Rewards and the public presentation of them also serve the purpose of giving attention to children choosing to do the right things rather than on those choosing poor behaviour. Another very important advantage of the reward system is that it serves as a positive form of communication with home.

THE SYSTEM OF REWARDS AT ST. GABRIEL'S

• INDIVIDUAL STICKERS AND STAMPS

All staff teachers, support assistants and dinnertime staff have a variety of stickers for: good work, behaviour, manners etc... these are distributed regularly to those children who deserve them.

• CLASS HAND POINTS

These are awarded when a whole class has been seen to set a good example or make the right choices.

20 hands means 10 minutes extra playtime / or other reward chosen by the class.

• HOUSE POINTS

This system is aimed at building a team spirit on a larger scale. Any member of staff within the school can award house points.

The school has four houses, Red, Green, Yellow and Blue. Every child is allocated to one. House points are awarded for anything seen to be “especially good”.

- “Especially good behaviour”
- “Especially good work”
- “Especially good contribution to school life”
- “Especially good attitude”

- The house with the most points each week is awarded the house point cup in assembly on a Friday.
- The children in the house with the most points in a term will all receive a small prize.
- **Certificates**
 - **HEADTEACHER’S TREASURE CHEST ASSEMBLY AWARDS**
 - LITTLE TREASURE** - This is a certificate presented in the Family Assembly to the children deemed to have made the most effort by a teacher that week.
 - **REVEREND COOK AWARD**
 - This is awarded to one child per class each week for one of our Christian values of love, respect, friendship, courage and forgiveness.
 - **DINNERTIME AWARDS-** for good behaviour and manners.
 - KS1 award- awarded to 1 child
 - KS2 award- awarded to 1 child
 - BEST CLASS – awarded to a whole class
- **GOLDEN AWARD**
 - Awarded termly to 1 child in each class who has made an outstanding contribution. It carries with it a £5 voucher.

SANCTIONS

Our rewards are very important however it is vital that the school also has a clearly understood system of sanctions which are:

At St. Gabriel's the following system of sanctions apply:

- i) For minor disruption a look, eye contact or a quiet admonishment by the teacher.
- ii) For failure to “stop and listen” (therefore preventing listening and learning from occurring) or for any minor classroom disruption... name on the board. If there is a repeat a cross is placed next to the name (or a cloud next to the name in Foundation Stage Unit.)
- iii) For not finishing sufficient work..... stay in and finish. An adult supervises this.
- iv) Two crosses next to a name on the board ... sent to Deputy Headteacher. This must be at the end of a session.
- v) 3 crosses or sent to Deputy Headteacher. twice in a month ... SANCTION LEVEL ONE.

Names will be erased from the board at the end of each day in order to give a fresh start.

Sanction Level One - (disruption in class; lack of effort with school or work; not having PE kit on a third occasion; name calling; swearing; rudeness; minor violence, or any similar issues during dinner time) – **Letter home, child misses breaks for the next school day. Think sheet to be completed in order to reflect on their behaviour and promote forgiveness if this is relevant.**

Sanction Level Two - (No improvement in behaviour following Sanction Level One; more serious violence; disruption or rudeness to adults) – **As Sanction Level One plus child misses breaks for 1 week. Think Sheet – as above**

Sanction Level Three - (Very serious misconduct of the same nature as Sanction Level Two) –**5 days loss of breaks and child is put on a home/school book**, where all good or unacceptable behaviour is recorded each day. This book is then sent home each day to be signed in order to keep parents informed of any ongoing incidents. This is a two way system and parents are encouraged to write in any comments they wish. The book is withdrawn after a marked improvement is made and there is a 5 day period of no unacceptable behaviour. **Think sheet to be completed as above**

Sanction Level Four - (Very serious misconduct; violence towards adults or serious violence towards a child) - **The child will be excluded from school for a set period. (as per Local Authority advice)**

Forgiveness and saying sorry

Once children have had the opportunity to reflect on their behaviour they are asked to if they feel they should say sorry to other children or staff who have been affected by their behaviour. Upon reflection we hope children will be able to make the right choice when in a similar situation. We model forgiveness towards others by giving children a fresh start after they have reflected on their behaviour, will give them the opportunity to change and we encourage hurt children to forgive others.

All levels may involve withdrawal of privileges e.g. trips, school clubs and representing the school.

Parents will be informed of a sanction by a letter home. There is a tear off slip at the bottom of the letter that must be signed and returned the next day. If unsigned a phone call home will be made to ensure it was received as soon as convenient.

LUNCHTIMES

We try to: -

- ◆ Encourage self-discipline so that children follow expectations whoever is in charge.
- ◆ Expect children to be polite and respectful to all adults.
- ◆ Provide activities for children during lunchtime (e.g. football, large games sets). The dinner ladies receive training in encouraging safe play and encouraging traditional playground pastimes.
- ◆ Provide safe havens for young children e.g. fenced area for KS1, friendship seats and clearly designated areas where ball games and boisterous activities cannot occur.

Children who cannot or will not behave over the lunchtime period will be subject to a system of sanctions as follows:

- i) Verbal warning
- ii) Name in behaviour book
- iii) Name in behaviour book twice in five days or three times in a half term – warning letter sent home. Sanction level 1.
- iv) No improvement or a serious incidence of disobedience or violence – the child is excluded over the lunch period. Please note a lunchtime exclusion is classified as a half day exclusion. Children on free dinners may collect a packed lunch and then take it home. Parents must collect and return their child to school.

In the dining hall we expect children to eat politely and to show good manners, and that they follow the school expectations.

Finally, any incidents at dinnertime are dealt with by the dinnertime staff and are reported to the class teacher. Major incidents will be referred to the headteacher.

BULLYING

It cannot and will not be tolerated. It is for this reason that our rules and sanctions relating to the treatment of others are so clear.

- Keep hands and feet to yourself.

This rule protects children from injury through punching, kicking, slapping or pushing. Breaking of the rule leads automatically to a Sanction level being imposed. "Toy fighting" or pretend wrestling is not accepted as an excuse.

As much pain and stress is caused through verbal bullying as through punching or kicking. Our rule on this is clear.

- Call pupils by their first name.

This rule protects children from being called names relating to their race, appearance or ability. Name-calling also leads to Sanction One. Name calling of any sort will not be tolerated at St. Gabriel's. Any racial incidents have to be logged with the Local Authority.

WHAT SHOULD CHILDREN AND PARENTS DO ABOUT BULLYING

The answer is simple: "Tell someone". **WE ALWAYS DO SOMETHING ABOUT IT.**

Children are advised to tell their teacher, and of course, their parents. Parents should then contact school and WE WILL ACT AND WE WILL STOP IT. This will involve invoking a sanction. We would also require the bully's parents to come into school to speak to the headteacher. Most parents are ashamed to hear that their children are involved in bullying and support us in stopping the problem. By using the sanction system with its four stages, a bully who does not stop will reach Sanction Four and therefore be excluded.

Finally it must be stressed that we all need to be very careful about the term "bullying".

Although it would be foolish to say it never happens at our school, bullying is defined in the Dictionary as "treating with persistent cruelty" and as such is very rare. Far more often we are dealing with one off incidents which although serious and deserving of our immediate attention to stamp them out, do not have the sinister tone of a long-term campaign against one person.

However, whether a one off incident or "bullying". TELL SOMEBODY AND SCHOOL WILL DEAL WITH IT

I hope that all members of the school community will understand the need for the various procedures which are set out in this policy. We hope that parents will support us, as our goal is for a happy and safe school where people can work and play to the best of their abilities in safety without distraction.

Policy and guidance updated -September 2021

Adopted by Governors - _____

Signed – Chair of Governors _____

Headteacher _____