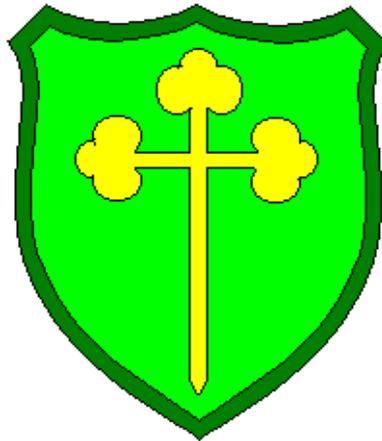


# Gosbecks Primary School



**‘Be the Best you can Be’**

## **Behaviour Policy**

This Review and Amendment:	Autumn Term 2018
Next review:	Spring 2021

# Behaviour Policy

## 1 Definition of behavioural problems

A child can exhibit a range of behavioural difficulties that occur on a continuum as follows:

- minor inappropriate behaviours such as talking out of turn and testing boundaries;
- one-off or occasional incidents;
- behaviour which can be easily modified within the environment in which it occurs;
- persistent or substantial inappropriate acting out or withdrawn behaviour;
- behaviour which will take considerable time to modify within the environment in which it occurs;
- seriously uncooperative or withdrawn behaviour which frequently impairs the normal development and quality of life for the individual, his/her immediate peers and those charged with his/her care;
- A behavioural difficulty prevents or hinders the child and /or their peers from making use of the educational facilities provided by the school;
- Minor behaviour difficulties, as outlined in the first two points, above can be alleviated by the consistent use throughout the school of the positive behaviour strategies;
- More entrenched problems, as outlined in points three to six above, can be changed using a problem solving approach.

## 2 Philosophy

- Gosbecks believes that good behaviour is important in enabling its pupil to develop intellectually, emotionally and socially.
- Gosbecks recognises that sometimes pupils exhibit behavioural difficulties.
- Gosbecks believes that behaviour difficulties can be modified through the promotion of positive behaviour.
- Gosbecks believes behaviour difficulties need to be seen as problems, which need solving.
- Gosbecks believes that a consistent approach between all adults working within the school is essential.
- Gosbecks recognises that early identification of behaviour problems is essential since this reduces later difficulties.
- Gosbecks recognises that individual behavioural programmes will be necessary for some children in order for a change to be brought about in their behaviour.
- Gosbecks believes in the importance of involving parents at every stage once a child has been identified as requiring help at modifying their behaviour.
- Gosbecks recognises that all teachers are responsible for teaching all children with behavioural difficulties.

- Gosbecks recognises that a child may exhibit behaviour problems because they have underlying academic problems.

### 3 Aims

#### For the pupil :

- To provide opportunities for all pupils, including those with behavioural difficulties to follow a broad, balanced and relevant curriculum. It will provide help for those pupils whose behaviour prevents or hinders them or others from making full use of educational opportunities provided by the school.
- To understand that The Golden Goals (Appendix 1) outlines expected behaviour.
- To be rewarded for exhibiting good behaviour by the use of Golden Time.
- To develop a positive self -image and confidence.
- To enable all pupils to develop the social communication skills necessary to lead full and productive lives.
- To enable all children to demonstrate their potential by recognising their strengths as well as their weaknesses.
- To involve the pupils where appropriate in reviewing their progress.
- To enable all pupils to participate fully in all school activities.
- Gosbecks has an equal opportunities statement which makes it clear that everyone has access to these rights regardless of race, ability, gender, creed or disability.

#### For the school:

- To provide a secure, happy and caring environment where all members are respected and valued.
- To provide an environment where effective learning can take place by the promotion of good behaviour in each classroom.
- To tackle bullying by the promotion of good behaviour on the playground and in the classroom throughout the school.
- To provide strong, clear and consistent guide lines as to what constitutes good behaviour by implementing the three Golden Goals (see Appendix 1) throughout the school, in every classroom, around the school and the playground
- To use positive behavioural management strategies with all children to encourage good behaviour.
- To reward good behaviour in each class weekly by the use of **Golden Time** and reward pupils noted as adhering to the playground charter through dojo tokens from the MDAs and LSAs.
- To provide a forum for all children to discuss and change behavioural issues and develop social communication skills through the use of **Circle Time**.
- To support all children in their play through the use of playground friends in KS1 and play leaders (Yr 6s who play with KS1 at lunchtime).

- To develop high self-esteem in each child by ensuring that approaches and targets acknowledge and build upon that child's existing skills, abilities and strengths.
- To teach children with behavioural difficulties along side their peers where ever possible.
- To identify and assess pupils with behavioural problems as early and thoroughly as possible.
- To establish support programmes to aid those children who need help in modifying their behaviour.
- To provide close co-ordination between all agencies concerned with the child.

***For the parents:***

- To ensure early and continued contact with parents whose child has a behavioural difficulty. The support of the parents is crucial if a behavioural programme is to be effectively implemented. Successful education is dependent on the active participation of parents, pupils and teachers. Parents are always contacted if their child is felt to have behavioural difficulties.

## **4 Promoting Positive Behaviour**

### **The Golden Goals and Golden Time**

- Gosbecks provides a clear vision of the values it expects each pupil to uphold within the Golden Goals.
- The Golden Goals explicitly remind pupils of expected behaviour .By keeping these goals pupils are encouraged to:
  - **Be kind**
  - **Show respect**
  - **Make good choices**
- The Golden Goals provide a framework for developing pupils who are able to work and play in a socially acceptable way; they provide values for the children to live by when they reach adulthood.
- Good classroom management is achieved and pupil learning facilitated by the consistency with which the Golden Goals are implemented.
- High expectations regarding behaviour are set due to the rigorous way the rules are enforced.
- The Golden Goals are clearly displayed in every classroom.

## Playground Behaviour

- Gosbecks provides a clear vision of the values it expects each pupil to uphold on the playground through the use of Golden Goals which have been chosen by the children.
- High expectations regarding behaviour on the playground are set due to the rigorous way the rules are enforced.
- All MDAs carry dojo tokens which are earned by the children for following the Golden Goals.

## Rewards and sanctions

At Gosbecks Primary School we encourage and reward good behaviour. The following strategies are used to promote positive behaviour:

### REWARDS

- We have a whole school reward system with teachers, LSA's and MDA's awarding dojo points.
- Dojo points are awarded electronically by adults in class with classes providing rewards linked to dojo based on the needs of their class.
- Teachers use stickers to reward positive behaviour and hard work.
- Each week during our Friday assembly, children are awarded star certificates for outstanding effort and we also celebrate individual pieces of work where children have done their best.
- At the end of each half term, we hold an accolade assembly where 5 children from each class are awarded a special certificate for effort/kindness/resilience etc.
- All adults are also expected to use ongoing positive language and model positive behaviour for all children. **See Appendix 2.**

### SANCTIONS

Any of the following behaviours would be deemed as inappropriate:

- Any verbal abuse to any member of the school (swearing, name calling)
- Any physical abuse to any member (staff, pupil, helper or visitor) of the school
- Fighting
- bullying
- An inappropriate attitude
- Disruptive behaviour in any part of the school
- Repeated refusal to conform to a school rule
- Repeated refusal to work
- Refusal to follow instructions from any member of staff

If children behave inappropriately the following sanctions may be used:

- They may lose some Golden Time
- Miss time from break and lunchtime. They will be supervised in the office area during this time.
- Children may have some time out from their class if they are disrupting learning for others. At these times, children can work in corridors or outside the HT office.
- If negative behaviours become persistent then parents /carers will be contacted to meet with the HT/AHT to discuss ways forward.

### Circle Time

- Circle time takes place regularly within each class.
- Its success depends on every member of the class being involved.
- The whole school values of respect for others, tolerance and empathy can be developed during this time. The concept of listening and not interrupting is especially important if pupils

are to feel that their views will be valued and this needs to be emphasised at the start of a session.

- It is a time when problems, which have arisen due to either behavioural or social issues, can be addressed and discussed. Issues outlined in the PHSE curriculum can also be dealt with. It is not a time for general unstructured chatting. The teacher needs to be very clear about the issues for discussion during each circle time. It should be seen as a time when progress can be made in seeking solutions to problems. It should be an activity, which brings about change.

### **Classroom management**

- Behavioural problems can be exhibited due to underlying academic problems and a fear of failure on the part of the child. All teachers are responsible for ensuring that work is suitably differentiated to meet a child's learning needs. It is essential that pupils feel they are able to achieve at whatever level that may be. It is sometimes necessary to encourage a child, with a very low self-esteem and poor behavioural record, by setting work at a level slightly below that of which they are capable, in order that they can feel safe and successful. Once they begin to feel more adequate and are willing to take risks their work can be adjusted to suit to their true academic ability.
- All staff are responsible for general classroom management. They need to plan for, monitor and assess issues such as seating arrangements, groupings (gender, ability, and friendship), and access to materials and equipment as these can all have important influences on a pupil's behaviour. If a problem with behaviour arises within the class the teacher is responsible for ensuring that lack of consideration in the areas outlined here are not aggravating the problem.
- All staff are aware of the leaflet published by Essex LA entitled, Keeping Pupils and Staff safe (Autumn 2018). Certain staff members have also been trained in the Team Teach approach so that if on a rare occasion a child does require de-escalation or physical contact, they follow guidelines.
- Guidance on classroom management and physical contact and intervention can be found in the safeguarding children folder in the SENCOs office.

### **Identification of inappropriate behaviour**

- If a child is exhibiting emotional or behavioural problems which are affecting the learning of themselves or others within the class the class teacher needs to inform the SENCO as soon as possible in order that appropriate advice can be given to modify the behaviour. The importance of early intervention, assessment and provision cannot be over emphasised.
- All teachers should keep clear records of observed behaviour, so the frequency and severity of the behaviour can be noted along with the context in which it occurs. Notes are also made of how the behaviour has been dealt with to date. Pupil's strengths are recorded as these need to be built on if the problem is to be solved

### **Provision**

- The SENCO will monitor progress with class teacher and decide whether the child needs to be placed on the SEN register.
- Additional support can be sought through referral to Essex Behaviour Support Services. This referral is to be made by the SENCO.

## **INDIVIDUAL ONE PLAN**

If the school feels that all sanctions put in place have not worked for a child then the next step would be to consult with support agencies, including the specialist behaviour team to devise a support plan. This may result in a child receiving a one plan or Educational Health Care Plan (EHCP) from the Local Education Authority. The parents would be expected to attend any meetings arranged by the school or the Authority.

A child with a one plan or EHCP would be monitored regularly by the school and the Local Education Authority, and would be set specific targets to achieve.

## **THE TIME OUT ROOM**

The Blue room opposite the HTs office is a space that children can use if necessary. Some children with specific behaviour plans will know to use this room throughout the day if they are struggling to cope in class. They are able to take themselves to this room if required. The room can also be used as a quiet space for learning for individuals throughout the day.

## **Recording Monitoring and reviewing**

- The SENCO holds copies of all paperwork relating to pupils with behavioural problems. These are stored centrally in the SEN filing cabinet and on the internal network system. Each teacher also has a copy of the records and learning assistants where appropriate. Parents are given or sent copies of paperwork relating to their child's targets and progress.
- Success for the programmes can be measured using a number of criteria:
  - Achieving targets outlined in a pupil's one plan and behaviour programmes
  - Coming off the SEN register altogether
  - Parental views
  - Pupil's views

## **5 Responsibilities for promoting positive behaviour**

### **Governors responsibilities**

- At Gosbecks the governing body evaluates the development and implementation of the Behavioural Policy.

### **Headteachers responsibilities**

- To keep the governing body informed of all relevant behavioural issues.
- To review regularly provision for children with behavioural problems with the SENCO.

### **SENCO's responsibilities**

- The SENCO is responsible for the day to day provision of support for children with behavioural problems.
- The SENCO is involved in identifying those children with behavioural problems and setting targets for those children on the SEN register in a one plan. This follows a one plan meeting at which the views of all those involved with the child and the child themselves are taken into consideration. The one plan also outlines appropriate actions for enabling those targets to be met.

- Once established the SENCO monitors their progress and modifies them if necessary after consultation with all the relevant parties.
- The SENCO will liaise with external agencies who may be involved with behavioural issues.

### **Teachers, LSAs and MDAs responsibilities**

- All staff are responsible for ensuring the implementation of this policy and the contents of the staff handbook as appropriate to maintaining positive behaviour.

## **7 Parental involvement**

- Gosbecks believes that working in partnership with parents is vital if success is to be achieved.
- A parent is notified as soon as there is cause for concern regarding a pupil's behaviour. The nature of the problem is outlined together with strategies to be used to modify the behaviour.
- Parents are invited to review the progress a child has made at least termly and more frequently should the need arise.
- If parents have a concern that they feel has not been noted by the school, or if they have a complaint regarding the provision that their child is receiving regarding their behavioural problem they should in the first instance approach the SENCO.

## **8 Staff Development**

- All staff will at some point be involved with pupils who exhibit behavioural problems. Training can help remove anxieties and provide staff with the skills and strategies necessary to interact with children exhibiting behavioural difficulties effectively.

## **9 Liaison with other schools**

- There is close co-operation between the SENCO's at Gosbecks and Secondary schools to ensure smooth transition when children with behavioural needs move to secondary school. The secondary school teachers are invited to attend annual reviews of children with EHCPs/behavioural problems due to transfer to their schools.
- When children arrive from a previous school where they were on the SEN register for social and emotional needs the SENCO may need to liaise with that school to ensure continuity.
- When a child on the SEN register moves from Gosbecks to another school all their documentation is passed on to the receiver school.

# Golden Goals

1. Be kind

2. Show respect

3. Make good choices

*These goals have been chosen by the children at our school*



	<b>Appendix 2</b>
	<b><u>CHECKLIST FOR ENCOURAGING POSITIVE BEHAVIOUR IN CLASS</u></b>
	<b>CREATE</b> a positive classroom ETHOS. Be consistent and fair.
	<b>MODEL</b> the behaviour you wish to see (and remind all adults in your class to).
1	<b>LAY OUT</b> , to the class, the behaviours you wish to see.
2	<b><u>DESCRIBE BEHAVIOURS AS SKILLS WE ARE PRACTISING WITHOUT JUDGEMENT</u></b> , just as you would when a pupil needs to practise their reading or timestables. Pupil X is practising to follow instructions straight away, pupil Y is practising sounding out words to help read them.
3	<p><b><u>CATCH PUPILS BEING GOOD</u></b></p> <p>Praise class/groups/individuals for displaying the <b>wanted</b> behaviours and be very clear as to why you are praising that child.</p> <p>Example: "I am really pleased with (this class/this table, this pupil) because they are..."</p> <p>"I have spotted ..., thank you for ..."</p> <p>You are making it clear that children who display <b>wanted</b> behaviours are getting the attention. It is OK and good practice to praise children when they are seen showing behaviours that they find tricky. For example, if pupil X finds it tricky to sit still on the carpet without calling out, it is very powerful to praise them as soon as you can catch them doing it. The other pupils who always sit on the carpet still do not need praise for this. They get praise for other things they work hard at.</p>
3	<p><b><u>USE PROXIMAL PRAISE</u></b></p> <p>Praise a child close to or sitting next to the child showing the unwanted behaviours</p>
4	<p><b><u>NON-VERBAL REMINDER</u></b></p> <p>Example: Make eye contact with the pupil and raise an eyebrow, frown or a slight shake of the head.</p>
5	<p><b><u>REMINDER TO GET BACK ON TRACK</u></b></p> <ul style="list-style-type: none"> <li>• Give eye contact.</li> <li>• If you give an instruction, try to include a choice and use collective language "we" or "let's"</li> <li>• Example: "(Name of pupil), remember OUR rule to..."/ "Remember, here at Gosbecks, we..."</li> <li>• Give a choice. Example: "Either put your toy car on my desk or in your tray, thank you".</li> <li>• Walk away to give take up time and space for the child to make the choice.</li> <li>• IGNORE any comments by child and continue teaching.</li> </ul>
	<p><b><u>ASK YOURSELF...</u></b></p> <p><i>Is it behaviour that can be ignored or is it stopping teaching and learning? You need to use fairness and common sense here. Will rocking on a chair, fiddling with blu-tack, doodling really stop others from listening to you? Is it a behaviour that warrants a warning?</i></p>
6	<p><b><u>FIRST WARNING</u></b> (after take up time has been given - do not expect the child to get back on track immediately after a reminder has been given)</p> <ul style="list-style-type: none"> <li>• Make eye-contact.</li> <li>• Say, for example: "(Name of pupil), I'm asking you for the first time to... (remind them of the behaviour you want to see), thank you".</li> <li>• Move away immediately and continue teaching (30-60 seconds?)</li> </ul> <p>Note: If the child is distressed or angry, from a distance say, "I can see you are angry. I'm going to give you a few minutes to calm down then I'm going to ask you to follow my direction". Move away immediately after delivering the message, giving them plenty of space to calm down.</p>
7	<p><b><u>SECOND WARNING</u></b></p> <ul style="list-style-type: none"> <li>• Make eye-contact.</li> <li>• Say, for example: "(Name of pupil), I'm asking you for the second time to... (remind them of the behaviour you want to see), thank you. Remember if you do not follow my direction when I ask you the third time you will have time out <b>OR</b> miss 5 minutes of your playtime".</li> <li>• Move away immediately and continue teaching.</li> </ul>

8	<p><b><u>THIRD WARNING</u></b></p> <ul style="list-style-type: none"> <li>• Make eye-contact</li> <li>• Say, example: "I'm asking you for the third time to...". If they follow the direction, praise them; if they do not follow the direction, follow through with the time out".</li> </ul>
9	<p><b><u>TIME OUT WITHIN CLASS</u></b></p> <p>This is an effective way of dealing with unwanted behaviour, providing it is implemented before the behaviour becomes challenging. Time out gives the child time to calm down and reflect on the unacceptable behaviour.</p> <p>Have a designated area/chair for time out in the classroom (not out of the classroom), ideally away from doors and carpet area. <i>Time out is age of child in minutes???</i></p> <ul style="list-style-type: none"> <li>• "(Name of pupil), take Time Out please and think about your behaviour. Thank you."</li> <li>• "Remember our rewards are...".</li> <li>• "When I feel you are calm I will ask you to rejoin us."</li> <li>• Now continue teaching, do not watch the child as they make their way over to time out or hesitate. Do not engage with them again (unless absolutely necessary) until time out is up.</li> <li>• Time out has finished. "You can rejoin the class/your group now".</li> <li>• <b>Remember to praise the child when s/he rejoins the class/group sensibly</b> (IMPORTANT: do not re-reprimand!)</li> <li>• <b>Implement the 'Five-minute golden rule'</b>. This rule works wonders for children who have displayed inappropriate behaviour. When you have needed to reprimand a child for unwanted behaviour, the risk is that the child could then feel he has 'blown' it and then lose the motivation to be good. So, in order to keep the child focused and motivated, implement the 'Five-minute golden rule' – within 5 minutes of the reprimand, find something about which to praise the child; for example, sitting quietly, completing his/her work, putting his hand up to ask a question. This is very effective at keeping the child motivated to engage in appropriate behaviour.</li> </ul>
10	<p><b><u>TIME OUT IN A DESIGNATED CLASS</u></b></p> <p>If the behaviour persists or is disruptive to the lesson, time out in another classroom may be necessary. The same rules apply as above.</p> <p>A log of which children are sent to time out in another class to be kept by the class teacher and LSAs.</p>

**REMEMBER! HANDY TIPS**

- Every session is a fresh start – we do not carry reprimands/time out over to the next session.
- **AIM TO STAY CALM AND UNEMOTIONAL AT ALL TIMES ESPECIALLY WHEN DELIVERING REMINDER/WARNINGS**
- **NEVER USE THE WORD NAUGHTY OR LABEL CHILDREN – see their unwanted behaviours as skills to be practised, not to judge them on**
- We cannot control children