

Behaviour Management Policy

Gayton Junior School



Manager:	Mr D O'Donnell
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Principles

At Gayton we believe that good behaviour is central to a good education. Our systems have been developed to ensure our school is a calm, safe and supportive environment in which the children want to attend and where they can learn and thrive. Being taught how to behave well is vital for all pupils to succeed personally.

Managing the behaviour of the pupils is a team responsibility of all the staff who work at the school. We believe that pupils will reach a higher level of attainment if they are happy and in an environment where they feel safe. Teachers and assistants will also perform at a higher level if they are allowed to teach in an environment that is relaxed and free from unnecessary interruptions. We are aware that our pupils are at various levels in their personal development and that they will respond to school life in different ways. However, we also believe that all pupils can learn to manage their own behaviour when given a **consistent** set of guidelines.

Our clear vision and ethos have created a culture that promotes excellent behaviour, peer support and manners. Our school has high expectations of pupils' conduct and behaviour and the children are very clear about these expectations because of our 'Super Student Scheme'.

Super Student Scheme

In Sept 2011, we introduced a new behaviour system at Gayton Junior School. It was designed to promote good behaviour and also to encourage better manners and an improved effort and attitude towards learning both at home and at school. The system - known as the 'Super Student Scheme' - sets out clearly to staff, pupils and parents our clear guidelines for how we expect the children of Gayton to behave.

The system, in its simplest form, is a 4-tier reward scheme, where children are rewarded at the end of each half term with either a bronze, silver or gold award (or prefect badge), based on their behaviour, attitude and effort during that half term.

- A bronze status is given to children who have areas to improve on in terms of their attitude, effort and behaviour – e.g. playtime behaviour, behaviour for learning, inconsistent reading at home/homework, etc.
- A silver status is awarded to children who have mostly behaved well and have made some effort at home and at school - reading regularly and completing some homework.
- A gold status is awarded to pupils whose attitude, effort and behaviour are outstanding both in school and out – reading daily, completing homework to a high standard, helping others, etc.
- One child in each year group will be awarded with a prefect badge. These pupils are chosen by the staff for being model pupils whose behaviour, attitude and effort are exemplary and are an example for the rest of their year group.

The different awards recognise children who strive for high standards in their day-to-day work in school and at home. It encourages pupils to be the best that they can be and give their all in whatever they do and also rewards them for their effort and attitude.

By working hard together to achieve these academic, social and personal goals we aspire to provide the children of Gayton with a broad education that supports the development of the whole child and not just their academic achievement. We value parents, families and the community as VITAL partners in helping us provide the pupils with the best education possible. Therefore, over the last 15 years we have regularly reviewed and amended the system based on parental feedback from questionnaires and surveys.

What do we mean by 'good behaviour' and 'good attitude and effort'?

- Have good attendance and be on time for school
- Wear the correct PE kit on PE days
- Wear the correct uniform, with black trainers/shoes
- Be well mannered - say good morning, open doors for others etc
- Read to someone at home and do Quick Maths at least 4 times a week
- Speak to all adults respectfully
- Do what an adult asks the first time
- Be kind and thoughtful to others
- Behave appropriately, including when out on school visits and going to and from school
- Be ready to learn - have the right attitude and the right equipment
- Complete homework to a high standard
- Wait in line quietly and walk sensibly to class
- Bring only healthy snacks at playtime
- Work well with others in class
- Respect others and have good relationships

How does the scheme work?

There are gold, silver and bronze boards in every classroom. The children's position on these boards shows them their current perceived attitude, effort and behaviour for that half term and what reward they are on course to receive at the end of that term. At the end of the half term, the staff will together agree which children in their year group should receive a bronze, silver or gold reward – however, this decision should never come as a surprise to the child as it will be representative of where they have been during the term.

Rewards

Children who have achieved bronze standard:

Will have a 'class party' at the end of term.

Children who have achieved silver standard:

As above, plus an extra treat, such as a movie afternoon in the hall watching a film on our big screen or biscuit decorating, etc.

Children who have achieved gold standard:

As silver, plus an extra special reward such as a trip to King George's playing fields, a trip bowling or use of hired inflatables.

In addition to these half-termly rewards, we also have weekly celebrations:

- HEADTEACHER HERO/HEROINE – each week one pupil per class will be nominated for this reward. These will be children who have set a good example of attitude, effort and behaviour. Their names are called out in the Friday assembly and they are praised in front of the whole school.
- ACHIEVEMENT ASSEMBLY – each week, children who have completed exceptional work or have achieved something they are proud of will share their work or achievement with the rest of the school in our Friday Achievement Assemblies.

Special Educational Needs and Disabilities

There may be times when Gayton will have pupils who have special educational needs related to behavioural issues. In these cases, it may be necessary to prepare a personal reward/sanction procedure. This is also in line with Gayton Junior School's current Education Child Protection Safeguarding policy. The ultimate aim for these pupils is full integration into the whole school behaviour policy.

Behaviour Management in Class

As good behaviour is integral to the Super Student Scheme, poor or disruptive behaviour in class is rare. However, when it does occur staff follow a 3-stage system where the child is firstly warned about their actions, secondly, moved to another place in the room to pacify the situation, and finally, in order to reduce the disruption to learning for the rest of the children, is sent to another class (within the year group if it just requires a 'time-out' or to a member of the Senior Leadership Team if behaviour warrants it).

Staff have a variety of methods for the day-to-day management and reward of the children in their class. However, 3 key principles are consistent throughout the school:

Positive Behaviour Management

This is a school-wide system of teaching, monitoring, supporting and rewarding positive acceptable behaviour, in order to create a disruption-free environment. It allows children to learn to their maximum potential, and allows teachers the time to teach without wasting time dealing with unacceptable behaviour.

Assertive Discipline

This is the underpinning of the system where the children agree the rules to be followed, learn the rules, and understand the consequences of breaking those rules. Disruptive behaviour is challenged in a way that does not threaten or demean the student; it is a clearly non-hostile approach. Through setting out the rules clearly, and teaching them to the children, our staff have already planned how to react to disruption in their classroom and can then quietly and assertively remind children that they have chosen to misbehave and what the consequence of that choice is. In most instances this is a reminder of our expectations and what will happen if these are not adhered to.

Positive Recognition

This is the main feature of the system. Teachers set out to praise and reward students who show and maintain positive attitudes towards learning and behaviour. Acknowledging good behaviour encourages repetition and communicates the school's expectations and values to all pupils. Using positive recognition and rewards provides an opportunity for all staff to reinforce our culture and ethos.

Behaviour Management at Lunchtimes

Mid-day supervisors are aware of the behaviour system and use it as a means to motivate and discipline the children when needed. If a child is upset or has a falling out with their peers they can go to our Learning Mentor, who will support the children to find solutions to conflict and who will help the children sort out their disagreement. If a child is disrespectful or behaves inappropriately at lunchtime, they are dealt with by the lead mid-day supervisor and given a time-out or are brought to a member of the SLT if their behaviour warrants it.

Our Approach to Bullying

Bullying, including online bullying, discrimination and derogatory language is taken very seriously at Gayton and is not tolerated in any form. All allegations are thoroughly investigated and parents are informed of outcomes. Please see our current Anti-Bullying policy and Dealing with Racist Incident procedure for more information.

Child-on-child abuse

At Gayton Junior School, we take an approach to prevent incidents of sexual violence and sexual harassment between children from taking place. Throughout school, safeguarding is taught as part of our PSHE curriculum. Students are taught to understand the issue and meaning of consent as delivered in the RSHE curriculum. We appreciate that whilst adults in school are working hard to keep children safe, children also play a large part in keeping themselves and their peers safe from abuse and neglect. An age-appropriate curriculum is rolled out in school to build capacity amongst our students in their understanding of particular issues and what actions they can take to be safe. The NSPCC assembly for KS2 is delivered biannually and children know to use worry boxes when they don't feel comfortable telling an adult about anything that is worrying them.

Students are taught what constitutes unreasonable pressure from peers to engage in risk-taking or inappropriate behaviour, and of how to report their concerns. Allegations of abuse by a peer will be treated as seriously as allegations of abuse from an adult: it should never be dismissed as normal behaviour.

Robust systems have been established in school for dealing with safeguarding concerns. All allegations of abuse and neglect, whether suspected or known, will be treated seriously and confidentially. Abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". We will respond and manage any reports of sexual violence and/or sexual harassment in line with guidance added to KCSIE 2024. Staff will maintain an attitude 'it could happen here'. All inappropriate behaviour will be addressed.

Detentions

Detentions are not commonly used as a sanction at Gayton. However, when a child has been deliberately rude or aggressive towards another child or adult, a breaktime or lunchtime detention may be issued as a punishment and to act as a deterrent to future misbehaviour. Typically, the pupil stands outside Mrs Hill's office while their peers go out to break.

Leaving the School Premises without Permission/Unauthorised Absence (Truancy)

Parents/carers will be informed immediately and the police if necessary.

Behaviour Management Roles and Responsibilities

Role of the pupil

Pupils choose to follow Gayton's behaviour system or not. When the system is clearly understood, they are positively encouraged and supported through a reward system to follow it. Pupils who choose not to follow the system, are choosing to follow the sanction. In this way, pupils will learn that they are responsible for their own behaviour.

Role of the teacher

The teacher will ensure that the behaviour system is clearly understood by all pupils. They will: provide consistent positive encouragement; set firm and consistent limits of behaviour; take time to teach students how to manage their behaviour. When incorrect choices are made, the teacher will administer the correct sanction. During teaching time, the teacher will aim to continue teaching and allow learning to continue, keeping disruptive behaviour to a minimum.

Role of teaching assistants

Teaching Assistants will share the same role as the teacher to ensure all pupils follow the behaviour system. If the TA is appointed to support a child for behaviour reasons, an adapted system will be devised by the teacher, in consultation with the SENCO.

Role of the parent/carer

Parents/carers are informed of the behaviour system when their child joins the school and annually sign a Home/School agreement that explicitly states expectations of parents, staff and pupils. They will be kept informed of their child's behaviour at the termly parent interviews. If a child does not respond appropriately to the school sanctions, the Headteacher will ask the parent/carer to visit school to discuss a way forward. The behaviour policy is reproduced as a leaflet for parents/carers information. Each half term, children will take a behaviour certificate home, informing parents of their Super Student award.

There may be exceptional circumstances when the parent/carer will be asked to visit immediately.

Role of the headteacher/deputy

The Headteacher is legally required to maintain good discipline in school. The Senior Leadership Team (SLT) are a visual presence in the school, routinely engaging with the pupils, parents and staff. They support all staff in ensuring pupils follow the behaviour system and offer praise and reward to pupils who behave appropriately. They will offer further advice and support to individual staff as and when needed. When pupils who choose not to follow the behaviour system are sent to them, they will help to set targets with the pupil to work towards more positive behaviour. The headteacher will liaise with the Local Authority and support agencies, should it be necessary and will collate statistics on bullying and racist behaviour.

Role of midday supervisors

The midday supervisors will also ensure pupils follow the behaviour system. They will give praise and reward for good behaviour. Pupils who do not follow the behaviour system at lunchtime will follow the sanctions agreed for the lunchtime period – a time-out; time with the Learning Mentor; or sent to a member of the SLT if deemed serious enough.

Role of the learning mentor

The learning mentor will support the Head and staff in spending time with individuals or groups of children helping them to learn how to amend any inappropriate behaviour.

Role of the governing board

The Governing Board provides clear advice and guidance to the headteacher on which he/she can base the behaviour policy. They will also produce a written Statement of Behaviour Principles which are subject to review every year. The Standards Committee will monitor how the Behaviour Policy is implemented fairly in school. The headteacher also has a responsibility to report any suspensions and permanent exclusions to the Governing Board (see Suspensions and Permanent Exclusions below).

Physical contact and pupil safety

Pupils are expected to keep their own space – keep hands and feet to themselves. In the same way, adults are expected to refrain from touching pupils. Any incidents of child on child abuse will be dealt with in line with our Education Child Protection Safeguarding Policy.

In certain circumstances, it may be necessary to restrain a pupil in order to keep him/herself, or another pupil, safe. If this happens, the incident and its circumstances will be logged by the restrainer, and a witness if possible. The Headteacher will also be informed of the incident. All staff have been trained in positive handling and the use of reasonable force.

Searching and Confiscation

Searching and confiscation are very rare events at Gayton due to the young age of the children.

However, if a pupil is suspected of having a prohibited, dangerous or stolen item in school, a search will be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves. Parents will be informed immediately if a prohibited item is found in the pupil's possession. Confiscated items will only be returned to the pupil's parent. Examples of prohibited items are:

Knives or weapons

Alcohol

Illegal drugs

Stolen items

Tobacco/cigarettes etc

Fireworks

Pornographic images

Any article a member of staff reasonably suspects has been, or is likely to be used, to commit an offence, or to cause injury to, or damage to the property of, any person.

A record will be kept of any search undertaken by school staff and the reasons for the search, including the outcome. (Further information about searching and confiscation can be found in our separate Searching, Confiscating and Screening Policy).

Suspensions/Permanent Exclusions

We believe in a policy of inclusive education, where all pupils are entitled to receive an education. However, in extreme circumstances, where a pupil does not respond to the school behaviour policy, suspension or permanent exclusion procedures may be followed. An external suspension is always an absolute last resort and is only undertaken when the child is unsafe to be in school. Internal suspensions – where a child is segregated away from their classmates and supervised doing work for a period of time - is our preferred form of suspension, as it enables the child to still receive an education and opportunities for targeted discussion to help them understand how to improve their behaviour and meet the behaviour expectations of the school.

Immediate, fixed term suspension will follow a deliberate physical assault on a member of staff.

In line with our policy and DfE guidance, parents are to be informed on the same day if their child has received an internal suspension.

On returning to school after an external suspension, a pupil and their parents will meet with a member of the SLT to discuss how best to support the child moving forward and how to help the child not make the same mistakes again.

External suspensions are reported to the Governing Board termly. The Governing Board would consider parents' representations about a suspension through a pupil discipline committee and can

advise that the Headteacher reinstates a pupil. This is outlined further in our Suspension and Permanent Exclusions Policy Autumn 2025).

Equal opportunities

In line with the school's approach to equal opportunities, all pupils will be expected to follow the scheme and all are equal to receive rewards and sanctions. It is accepted that some pupils may be at different stages in their development and so an adapted scheme may be necessary.

Staff induction and support

All new staff are given a copy of the Behaviour Policy and have the processes explained during the induction process. Staff from the Special Educational Needs Support Services may be contacted to provide further support with behaviour plans if necessary.

Pupil transition

Gayton has excellent relations with Ridgeway Infant school (our main feeder school), with whom we formed the Blagreaves Federation in 2020. During transition meetings in the summer term, Year 3 teachers are given detailed information about any children who may require additional support with their behaviour. These children often have opportunities to visit the school to ease transition in the summer term. Our Year 6 staff also meet with secondary school colleagues to share information about children before they move to their secondary schools in order to ease transition and to make staff aware of any pupils who may require additional support. Information for both Year 2 and Year 6 transition is shared via the School Transition Portal.

THE SUPER STUDENT SCHEME

What kind of student are you?

BRONZE:	SILVER:	GOLD:	PREFECT:
Attitude, effort or behaviour are not good enough and need improvement. Examples of this could be: Often forgets to use manners Often late for school Doesn't wear school uniform Forgets PE kit Doesn't read at home Doesn't speak to adults respectfully Regularly has fall-outs with other children Doesn't complete homework Doesn't follow instructions first time Doesn't treat school property with respect Doesn't move around school quietly and sensibly	Attitude, effort and behaviour are generally good in school and out but could be better. Examples of this could be: Usually well mannered Usually on time for school Usually has the correct uniform Usually has the correct PE kit Reads and does quick maths sometimes Usually speaks to adults respectfully Usually speaks to pupils respectfully and works well with others Completes most homework Is READY to learn - usually follows instructions first time Treats property respectfully Moves around the school quietly and sensibly	Attitude, effort and behaviour are outstanding in school and out. Working hard to be the 'best that they can be'. Examples of this could be: Always has admirable manners Has excellent attendance Always has the correct uniform Always has the correct PE kit Reads and does quick maths and spellings most days Speaks to all adults respectfully Speaks to all pupils respectfully and has the respect of others Completes homework tasks to a high standard Is EAGER to learn - always follows instructions first time Treats all property respectfully Moves around the school quietly and sensibly Takes responsibility for their own learning - doing research, working on targets, striving to be the best that they can be Is a good ambassador for the school	A model pupil whose behaviour, attitude and effort are exemplary and are an example for the rest of their year group.