



BEHAVIOUR MANAGEMENT POLICY

Autumn 2020

Manager

Mr D. O'Donnell

Review Date – Autumn 2021

Principles

This policy adheres to Section 89 of the Education and Inspections Act (2006) and should be read in conjunction with our Anti-Bullying policy, Single Equality Policy, SEND policy and the Governing Board's Statement of Behaviour Principles.

At Gayton we believe that for the staff to carry out the duties required of them, it is necessary to ensure the school is managed in an efficient and effective way. 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.

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 reward is given to children who have behaved and also maintained a satisfactory level of effort - inconsistent reading at home/homework etc.
- A silver reward is awarded to children who have behaved consistently well and have made a real effort at home and at school - reading regularly and completing homework to a high standard.
- A gold reward is awarded to pupils with exceptional behaviour who have taken a real responsibility for their learning by reading daily, doing extra homework and having a responsibility within the school.
- 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 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 in the community. 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.

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

Bronze

- Say please and thank you
- Be on time for school
- Read / do Quick Maths regularly at home
- Hand in homework on time
- Line up as soon as the bell is rung
- Treat all property with respect
- Bring the correct PE kit on PE days
- Wear the correct uniform, with black shoes
- Be kind and thoughtful to others
- Do what an adult asks the first time
- Know where to find own targets
- Speak to all adults respectfully
- Behave appropriately, including out on school visits and going to and from school
- Be ready to learn - have the right attitude and the right equipment
- Bring only healthy snacks at play time

Silver

- Have good attendance
- 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
- Bring dinner money, letters and notes into class promptly
- Complete homework to a high standard
- Wait in line quietly and walk sensibly to class
- Take responsibility for own belongings in corridors and cloakrooms
- Work well with others in class
- Know own targets
- Respect others and have good relationships

Gold

- Have excellent attendance
- Have admirable manners
- Have exemplary behaviour
- Read and do Quick Maths everyday to an adult at least 6 times a week.
- Have responsibilities in school
- Complete all homework and do extra homework of their own
- Always have the correct uniform and kit
- Takes a large responsibility for own learning - doing research, seeking help, being aware of targets, striving to be the best that you can be
- Know own targets and work hard to achieve them
- Be a good ambassador for the school

How does the scheme work?

At the end of the half term, the staff will agree together which children in their year group should receive a bronze, silver or gold reward.

Rewards

Children who have achieved bronze standard:

Are able to use the lunchtime equipment in the next half term and will have a 'class party' at the end of term.

Children who have achieved silver standard:

As above, plus a movie afternoon in the hall watching a film on our big screen.

Children who have achieved gold standard:

As silver, plus an extra special treat 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.
- ACHIEVEMENT ASSEMBLY – each week a year group will share some examples of good work with the whole school – to demonstrate high quality work and effort.

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 Education Child Protection Safeguarding policy Autumn 2018. 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 SLT 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

PBM 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.

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.

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 'Playground Peacemakers' - these are children trained 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, is taken very seriously at Gayton and is not tolerated in any form. Please see our Anti - Bullying policy for more information.

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 code or not. When the code is clearly understood, they are positively encouraged and supported through a reward system to follow it. Pupils who choose not to follow the code, 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 code 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 code. If the TA is appointed to support a child for behaviour reasons, a specific code will be devised by the teacher, in consultation with the SENCO.

ROLE OF THE PARENT/CARER

Parents/carers will be informed of the code of conduct and will be asked to support our policy at all times through the Home School Agreement. 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.

THE ROLE OF THE HEADTEACHER

The Headteacher is legally required to maintain good discipline in school. She will support all staff in ensuring pupils follow the code and offer praise and reward to pupils who behave appropriately. She will offer further advice and support to individual staff as and when needed. When pupils who choose not to follow the code are sent to her, she will help to set targets with the pupil to work towards more positive behaviour. She will liaise with the Local Authority and support agencies, should it be necessary. She will collate statistics on bullying and racist behaviour and report them to the LA.

ROLE OF THE MIDDAY SUPERVISOR

The midday supervisors will also ensure pupils follow the code. They will give praise and reward for good behaviour. Pupils who do not follow the lunchtime code will follow the sanctions agreed for the lunchtime period.

ROLE OF THE LEARNING MENTOR AND BEHAVIOUR REFERRAL MANAGER

These staff 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 three years. The Standards Committee will monitor how the Behaviour Policy is implemented fairly in school. The headteacher also has a responsibility to report any exclusions to the Governing Board (see 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 peer on peer 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. Staff have all been trained in safe handling/restraining.

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, exclusion procedures may be followed. Immediate exclusion will follow a deliberate physical assault on a member of staff. Exclusions are reported to the Governing Board termly. The Governing Board would consider parents' representations about an exclusion through a pupil discipline committee and can advise that the Headteacher reinstates a pupil.

EQUAL OPPORTUNITIES

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

SUPPORT

Staff from the Special Educational Needs Support Services may be contacted to provide further support and the Continuing Professional Development leader will be aware of any training opportunities.

APPENDIX

Coronavirus and Behaviour Management

In the Autumn term, following the COVID19 lockdown, pupils and parents will be informed of the new rules and regulations regarding hygiene being enforced in school to keep pupils safe. It will be made clear that deliberately breaking the safety/hygiene rules will result in sanctions and in extreme circumstances, fixed term exclusion. The 'Super Student Scheme' will be tweaked to incorporate rewarding children for being safe and for following the new hygiene rules.

We understand that adverse experiences and/or lack of routines of regular attendance and classroom discipline may contribute to disengagement with education upon return to school, resulting in increased incidence of poor behaviour. Through engagement with parents and carers during closure, we will have identified many of these children prior to re-opening. We will be understanding and work with those pupils who may struggle to reengage in school and are at risk of being absent and/or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life.

We acknowledge that some pupils will return to school having been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases increased welfare and safeguarding risks. This may lead to an increase in social, emotional and mental health concerns and some children, particularly vulnerable groups such as children with a social worker and young carers, will need additional support and access to services such as educational psychologists, social workers, and counsellors. Additionally, provision for children who have SEND may have been disrupted during partial school closure and there may be an impact on their behaviour. Daily mental wellbeing lessons have been planned for the first term and our Learning Mentor and SENCO will be working directly with children who are identified as struggling with reintegrating back into mainstream school.