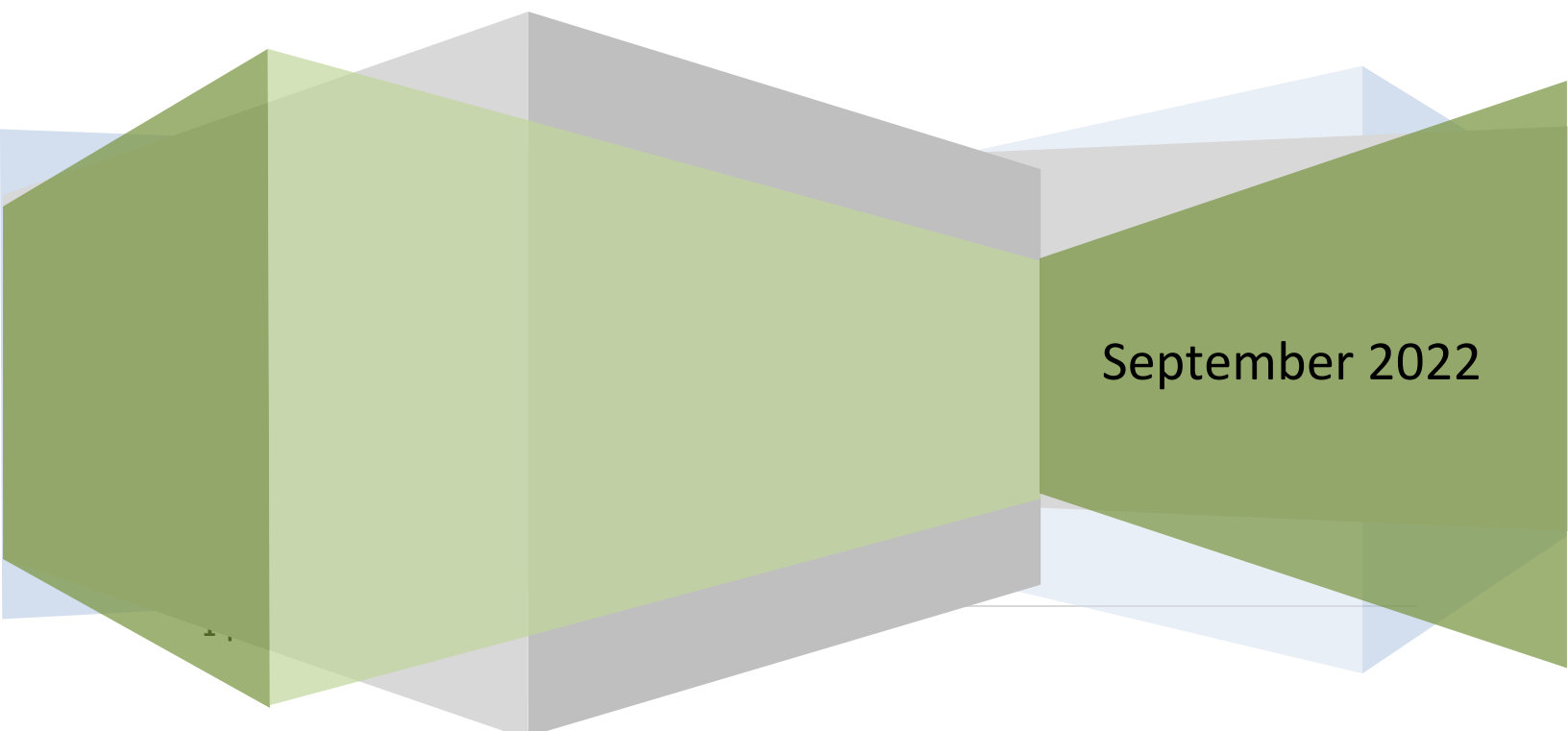


Gig Mill Primary School Behaviour Policy



September 2022

BEHAVIOUR AND DISCIPLINE

Why do we need a Behaviour policy?

The law requires all schools to have a written behaviour policy. Educational research and Ofsted reports that schools are most effective where the behaviour policy is applied consistently.

Our behaviour policy helps us create a caring, stimulating and secure environment in which staff and pupils can work and play safely and to encourage the involvement of parents and carers in the development of their child.

“Pupils’ behaviour is impeccable. Conduct across the school during the inspection was of the highest standard. Pupils are confident, curious and have well-developed, positive attitudes to learning.” Ofsted report Dec 2018.

Our ethos:

High expectations are important in a well-ordered school, and allows the school curriculum to be taught effectively.

***“Together we care
Together we succeed”***

Our school motto underpins everything that we do in school. Our core values of equality, respect, honesty, perseverance, collaboration and creativity support children’s personal development. These are developed daily throughout school life, in assemblies, within class and through the modelling of good social behaviour from all adults and other children within school.

Our aims in outlining expected behaviours are that all children will:

- Benefit from consistent approaches and routines
- Know and be able to articulate expected standards of behaviour (including online)
Be able to understand the difference between acceptable and unacceptable behaviour (including online)
- Know and understand their rights and responsibilities as members of the school community.
- Know and understand that their actions and behaviours have certain consequences (including online)
- Access the full range of learning opportunities in a calm and positive environment
- Achieve through appropriate expectations of work and behaviour with praise, reward and celebration.
- As a Rights Respecting school, our pupils will respect the Rights of other children e.g. the Right to an Education (A28)

The school community will:

Staff and Governors	Pupils	Parents
Lead by example (including online)	Respect, support and care for each other both in school and the wider community (including online)	Be aware of and support the school values and expectations (including online)
Be consistent in dealing with pupils and use Rights Respecting Language to explain consequences for others of their behaviour	Take responsibility for their own actions and behaviour (including online)	Ensure that pupils come to school and ready to learn - regularly, on time and with the appropriate equipment
Listen to others and respect each other	Listen to others and respect each other	Listen to others and respect each other
Celebrate each child's uniqueness, equality of opportunity for all	Respect and collaborate with others, irrespective of race, gender, religion, sexuality, disability and age.	Respect every child's uniqueness, to be tolerant of others' gender, religion, sexuality, disability and age.
Provide a safe school environment Use of password release system (N, R,1,2)	Follow school routines, and school rules.	Provide the school with an emergency contact. Advise school as soon as possible to any change in contact details Follow drop off and pick up routines as outlined.
Meet the educational, social and behavioural needs of the pupils through school curriculum	Follow instructions given by all members of staff throughout the school day.	Encourage the aims and values of the school and the local community among our pupils
Provide parent partnership opportunities and regular communication between home and school.	Have the opportunity to share successes Have support if required	Update school regularly Take an active and supportive interest in your child's development, behaviour and progress

Within Gig Mill school:

- All adults are responsible for the behaviour of **all** children and not only those that they have been assigned to. Adults and children act as good role models at all times.
- Children are encouraged to become self-disciplined, to be responsible for their own actions, in order to develop their confidence and independence.
- Children know the consequences of negative behaviour. They understand that they can improve their behaviour and make a new start.
- Parents are informed of school expectations, rewards and consequences and are involved at an early stage when problems occur.
- Work within classrooms must take account of individual ability and age of the pupil.
- Poor behaviour is monitored, and appropriate strategies applied.
- School Council, and Circle Time/PSHE give pupils the opportunity to discuss any issues arising from children's behaviour, Class Charters support pupils in making good choices in their behaviour.
- Children know how to keep themselves safe online and how to identify online risks and how / when to seek support

Purpose:

- To create a safe, secure educational establishment
- To ensure that positive behaviour is always recognised
- To use praise and other positive means to extend the pupil's awareness of themselves and promote good behaviour.
- To raise pupils' self esteem
- To ensure that pupils are confident in their right to be treated fairly (including online)
- To acknowledge that the maintaining of good behaviour within the school is a shared responsibility.
- To develop in pupils a sense of discipline and an acceptance of responsibility for their own actions.
- To encourage pupils to become more confident in their relationships.
- To empower staff to determine and request appropriate behaviour from everyone to ensure a productive learning environment where all pupils achieve positive outcomes
- To develop an awareness of and adherence to appropriate behaviour (including online)
- To promote /develop in pupils an empathy and respect for self and others.
- To create an environment where pupils are provided with positive role models.
- To encourage children to value their school environment and its routines.
- To ensure that the policy is fully understood and is consistently implemented throughout the school.
- To ensure that effective mechanisms are in place for the monitoring and evaluation of this policy.

How we implement our Behaviour policy:

School Rules:

The school rules are simple so that all children are able to remember and follow them:

- I will use kind words only
- I will follow instructions
- I will treat others as I would like to be treated
- I will keep my hands and feet to myself

All children are expected to follow these simple rules within classes, and outside in the playgrounds

Rewards:

Gig Mill rewards good behaviour as we believe it develops an ethos of kindness and collaboration. The behaviour policy focuses on positive behaviour as well as the negative. We promote good behaviour and good effort in school. This is rewarded, published, and used as a model for others to follow. We praise and reward pupils for good behaviour, social skills and work throughout the day. Rewards help to identify positive aspects of each child's behaviour and make them aware of their abilities and qualities, and so build self-esteem.

Gig Mill praise rewards include:

- Children are given praise
- Stickers / stamps to stick on work or to wear
- Telling parents (verbally or written)
- Written comments on work, working walls and proud-clouds
- House points awarded for working hard and behaving well, demonstrating the school values.
- Person of the week award in each class, each week
- Praise assembly each Friday
- Achievement awards/certificates/badges for sport, swimming and other achievements
- Work featured in Praise assembly, Reading Star of the week, Writer of the week, Mathematician of the week, Pen licence awards
- Weekly class attendance award
- Attendance awards each half term for 100% attendance
- Special mentions – postcards / notes / certificates sent home by class teacher / Phase Leader / Assistant Headteachers / Deputy / Headteacher.
- Children who have earned special recognition are sent to the Assistant Head Teachers, Deputy Headteacher or Headteacher for extra praise.
- In each class children are rewarded using our system 'It's good to be green' (based on a traffic light).

Gig Mill House points

House points are awarded for good behaviour, work and effort. Every child from Reception upwards belongs to a House Team, and they can earn house points that feed into the collective total for their team (Maple, Beech, Oak and Cedar).

Children in Reception have a sticker chart where they can earn special stickers as rewards.

Children in Years 1- 6 keep their individual house point totals on display in the classroom. When a child has collected the following totals, they are rewarded with house point certificates. Silver and Gold certificates are awarded in Friday's Praise Assembly:

20 house points = Bronze sticker
5 Bronze stickers = Silver certificate
3 Silver certificates = Gold certificate
3 Gold certificates = Platinum certificate

Gig Mill role models

Children have opportunities to represent school in different ways. School council and Wellbeing Champions are chosen for each class by peers. and playground buddies represent each class. Children in Year 6 have the opportunity to apply for monitor roles for school.

Consequences for unacceptable behaviour - Sanctions:

The focus is on positive behaviour, so children have the opportunity to take responsibility for their actions, and change their behaviour at any point. De-escalation strategies are used by school staff to encourage pupils to change their behaviour and make positive choices. De-escalation strategies could include: noticing a pupil is becoming agitated & intervening early; a short period outside the classroom or in a cosy space in the classroom; encouraging the pupil to talk and explain their point of view and feel listened to.

Sanctions range from expressions of disapproval, receiving a warning, missing a playtime, referral to Phase Leaders, Assistant Head Teachers, the Deputy or Head Teacher, contacting parents, and, as a last resort, exclusion (following LA guidelines). Whenever possible, reprimands concentrate on the behaviour, rather than the child e.g. 'that was an unkind thing to say' rather than 'you are unkind'.

The following behaviours will not be tolerated:

- Swearing, fighting, name-calling, biting
- Bullying (including cyberbullying)– this is when children behave badly to each other over a sustained period of time
- Disobedience to any adult in the school community
- Racism or homophobia
- Disrespect of people and property (including online)
- Answering back inappropriately
- Lying

- Drug use
- Use of weapons

At Gig Mill in each class, we focus on the positive using our system ‘**It’s good to be green**’, if a pupil chooses to break a rule in the classroom the following **class sanctions** will be taken:

Behaviour	Sanction/Consequence	
First time a rule is broken	Verbal warning is given.	
Second time	Move to amber on traffic light.	Child is given the opportunity to go back to being green (on the traffic light)
Third Time	Move to red on traffic light.	Incident recorded in class behaviour log. Behaviour may be discussed with parent.
Unacceptable behaviour (Listed above)	Move straight to red on traffic light.	Incident recorded in class behaviour log. Behaviour to be discussed with parent. * May be referred below
Repeated behaviour	Referred to Phase leader / SLT	Incident recorded in behaviour log.
Severe behaviour	Sent straight to the Head Teacher and/or Deputy	Incident recorded in behaviour log. Parents invited in to discuss way forward if appropriate. Children may require time out of the classroom or to miss playtime/lunchtime.

When a child misses part of a break time or lunchtime or has a time out of the classroom, the child will have access to the toilet. If this is during lunchtime, the child will have the opportunity to eat their lunch and may have some time outside.

On the rare occasions where a child may require time out of the classroom, they will have the opportunity to discuss their behaviour and make a positive change on return to the class.

If a child’s behaviour is causing concern then behaviour targets may be set in consultation with the Inclusion Lead– this chart is working in partnership with parents / carers.

Where unacceptable behaviour is persistent, or not so easily managed at class teacher level, other school staff may be consulted or involved. (This may be the Phase Leader / Inclusion Leader, and working with parents). Behaviour targets, individual behaviour plans, and support may be appropriate.

Behaviour targets are used when a pupil repeatedly misbehaves. Behaviour targets are set up following consultation with the Inclusion leader / Phase Leader and /or Deputy and

should focus on no more than 3 achievable targets and are ideally only in place for a few weeks at a time. Behaviour targets are most successful when teachers and other staff working with the child put the targets into practice consistently. Behaviour targets work best when parents work in partnership, and when all staff, including PPA or other cover staff, update the behaviour target record following each session. It is important that good behaviour is celebrated.

If behaviour continues to be an issue then a Behaviour Plan will be put into place that would be agreed with the parent and shared with the child and staff. Progress on this plan would be monitored more closely. If appropriate contact may be made with outside agencies e.g. Sycamore Outreach & Educational Psychology Service

Behaviours referred to Deputy and/or Head

The following behaviours are referred to a member of the SLT (Senior Leadership Team):

- Any behaviours that constitute a health and safety risk
- Bullying including cyber bullying (See anti-bullying policy)
- Racist / homophobic name-calling
- Violence (any violent incident should be recorded)
- Repeated bad language
- Damage to property
- Stealing
- Threatening behaviour towards another child or adult
- Online harm to themselves or to others (linked to Gig Mill Child Protection Policy & KCSIE 2022) –refer to DSL (Designated Safeguarding Lead)

With very serious misbehaviour or persistent unacceptable behaviour, a member of the senior leadership team will be formally involved. Parents will be invited in. In cases where de-escalation strategies have not de-escalated examples of poor behaviour and where a pupil's behaviour is risking their own safety or the safety of others (where a pupil maybe fighting for example or hurting another child or adult) then reasonable force may be used by staff to restrain a child or prevent them from harming themselves. Parents will be informed of any such incidents and any use of reasonable force will be recorded in the behaviour log. Please see DfE guidance document "[Use of reasonable force – advice for Headteachers, Staff and Governing Bodies July 2013](#)" for further information about the use of reasonable force.

Above behaviours may lead to a fixed term or permanent exclusion. (This is always the last resort, and in line with DfE guidance).

Exclusion

When making an exclusion the DfE guidance is followed. (July 2017)

<https://www.gov.uk/government/publications/school-exclusion>

There is no set pattern as to when exclusion is appropriate. A decision to exclude is made on a case by case basis. Usually an exclusion results from escalation of extreme behaviours where other sanctions from the behaviour policy have failed to address the behaviours exhibited in school. However, in some cases behaviour is so extreme that exclusion is given immediately.

Exclusions can be short term i.e. 1, 2, 3, 4 days at a time. A child may be excluded for a number of short-term exclusions. Work is always sent home and an exclusion leaflet and letter explaining the reasons for exclusion. On return to school at Gig Mill the child is always welcomed back by Head and / or Deputy with the parent as part of the reintegration to class.

At Gig Mill exclusions are usually triggered by behaviours such as:

- Health and safety issues to pupil involved and / or other pupils
- Violence to other children
- Violence to a teacher or other adult working with children
- Persistently unacceptable behaviour / non-co-operation or defiance to all adults within school including refusing to co-operate with senior staff, Deputy and/or Headteacher.

Permanent exclusion

In a situation where the behaviour policy and short-term exclusions are having no positive impact then a pupil may be permanently excluded following DfE Guidance

<https://www.gov.uk/government/publications/school-exclusion>

Use of Penalty Notices in line with LA Guidance:

Parents/Carers can be issued with Penalty Notices if a pupil who has been excluded contravenes the details set out in the Exclusion Letter as to their whereabouts during school hours throughout the duration of that Exclusion.

Parents/Carers can be issued with Penalty Notices should their child take any Leave of Absence if they have not requested this, in writing, to the Head teacher detailing the 'exceptional circumstances' they would want the Head teacher to take into consideration in deciding if any Leave of Absence can be agreed.

Parents/Carers should ensure that the request is made in advance (15 school days) of any Leave of Absence to be taken.

Should any Leave of Absence be taken without a request having been made Parents/Carers may still be issued with Penalty Notices.

Parents/carers are advised to request a Leave of Absence before planning, booking or paying for any part of a Leave of Absence.

Legislation dictates that a Leave of Absence requests can only be considered from a Parent/Carer with whom the pupil normally lives.

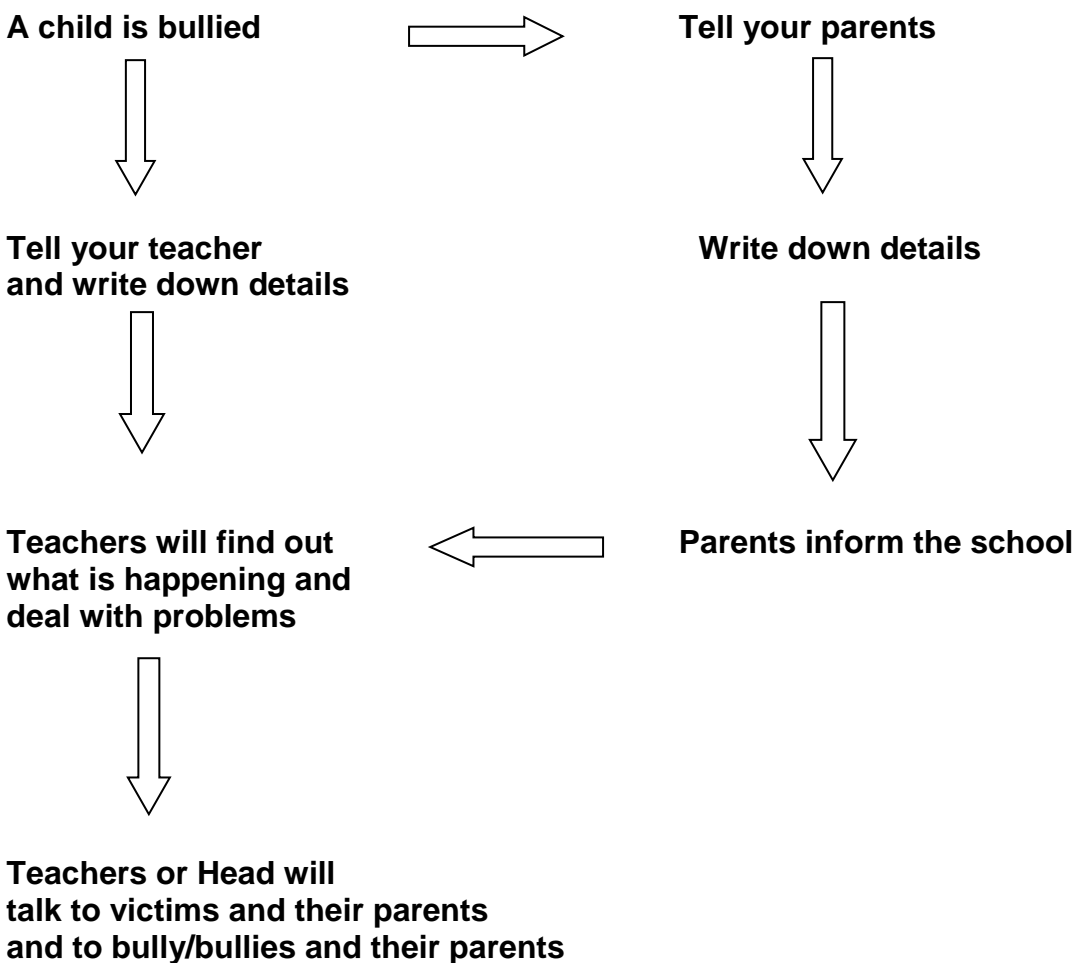
Leave of Absence Requests/Applications from a Parent/Carer that a pupil does not normally live with cannot be considered under any circumstances.

Bullying:

Occasionally some people use their power over others in unpleasant ways. This is bullying and it can happen to any child at any time. Many children cope with falling out with others, but when problems continue and children become very unhappy we have to step in and help.

At Gig Mill children learn that bullying other people is wrong. They will listen to stories, act out situations, and discuss in class and share experiences with others. Staff will encourage children to support each other and to tell their teachers and parents if they suspect someone is being bullied.

This is supported by PSHE and curriculum lessons as well as assemblies.



Every case of bullying tends to be different. It is vital that the victim of bullying is supported and encouraged and a plan of action is put into place to correct the behaviour of the bully. Parents will need to be informed of behaviour following a bullying incident until both school and parents are confident that the situation has been corrected. Further

meetings can be arranged to further monitor the situation. Details should be kept in the pupil's records of such incidents.

Details of bullying incidents can be recorded on sheet shown.

Detail of Bullying incident

DETAILS GIVEN BY: -

When giving details of the incident please include names and class of pupils involved – when parents were contacted. Please ensure class teacher is aware of details.

Keep a copy for yourself – for Headteacher and child/children's records, and class teacher.

Date:

Place of incident:

Reported to:

Name of victim:

Class:

Other pupils involved:

Detail:

Detail of Racial incident

DETAILS GIVEN BY: -

When giving details of the incident please include names and class of children involved – when parents were contacted. Please ensure class teacher is aware of details.

Keep a copy for yourself – for Headteacher and child/children's records, and class teacher.

Date:

Place of incident:

Reported to:

Name of victim:

Class:

Other pupils involved:

Detail:

Systems for Parents / Carers:

School has an open-door policy where parents and carers are encouraged to communicate any relevant issues. However, it would be appreciated if appointments are made where possible to ensure the availability of a member of staff and to give parents / carers the time needed. Likewise, when school needs to discuss anything with parents / carers they will be contacted to arrange an appointment.

Support systems for staff:

Staff have regular staff development relating to children's wellbeing. School supports all adults working with pupils to ensure they are achieving, drawing on expertise within school, and external professionals if appropriate. Children's individual needs are discussed regularly as part of school practice. This is to ensure that staff feel supported and the school is working together with parents to provide a cohesive approach to supporting individual needs.

Monitoring and review of policy:

The policy will be 'live' and reviewed throughout the school annually.

New staff, parents, and children will be made aware of the policy.

This policy document has been circulated through the relevant bodies and links to other school policies e.g. Child Protection Policy.

Review date: September 2023