



Relationships(Behaviour)Policy

Approved by: Headteacher & SLT

Last reviewed: September 2023

Next review: July 2025

It is our aim at Gaskell Primary School, to create and maintain a secure, happy, calm and safe environment throughout the school. An environment in which all of the children learn well and the teachers deliver quality lessons. To support this, we have developed a whole school approach to encourage a high standard of behaviour set within an ethos of positive behaviour management.

This policy addresses the promotion of positive behaviour in accordance with our school's general aims and ethos and in relation to the children's personal, social and moral development. It also promotes to prepare the children for the responsibilities of adult life. Good behaviour underpins effective learning and encourages good personal and social skills for life from childhood into adulthood. We encourage positive behaviour through the teaching of SMSC and through our assembly themes.

We regard it to be a highly important aspect of the children's education and development, that they learn to behave well towards others and towards the community in which they live. We expect our children to adhere to high standards of behaviour, which contribute to effective learning and to do their best in everything that they attempt. Behaviour, which in any way disrupts learning, is unacceptable in our school. Through the constant promotion of positive behaviour, we seek to minimise, if not eliminate any such behaviour. Alongside this policy, we are an inclusive school and we endeavour to meet the needs of all of the children, including those with emotional and behavioural difficulties.

We are building our school behaviour policy around the following statement.



Through this statement we aim to:

- Develop relationships based on a mutual respect between the members of the school's inclusive community.
- Ensure that everyone has a responsibility to know that learning is the priority and to follow the rules and procedures of the school.
- Develop our children to have a sense of self-behavioural management and responsibility for their own actions.
- Create a climate where everyone takes pride in the school environment and has concern for.
- Encourage the staff to have a whole school responsibility for the behaviour of all of the children at all times.
- Promote a positive image of the school through contributing positively to the wider community.
- Inform and cooperate with the parents / carers about their child's positive or negative behaviour patterns to gain their support.

Where possible, we feel that the emphasis with regard to behaviour management in school should be on the positive approach of encouragement and praise. All of this should be done with reference to our Behaviour Statement e.g. "You have shown kind hands there by picking up the chair!"

At the beginning of each year, every class will work collaboratively to work out what the statement means for their class and their part in the school. **What will it look like, sound like, feel like and what will be the result if it all goes well?**

Kind hands	No pushing, hitting, pick things up, push in chairs, carry things for others, write neatly etc.
Kind words	Ask politely with please/thank you, no name-calling, tell someone something that they have done well.
Kind hearts	Play together, show empathy, want to be the best.
Be kind to yourself	Find an outlet to talk to, eat well, exercise, drink water.

Staff behaviours and management of child behaviour

All of the adults in the school need to be aware of the impact of their voice when dealing with behaviours. **Shouting should only be done if there is a dangerous situation.** There may be a need for a raised voice when working outside. Shouting in a classroom can have an adverse effect on all of the other children in the room. Most of the effective behaviour management can be carried out without the need to raise voices.

Silent signals are to be used in all of the lessons and should be brought into the rest of school life to bring in consistency of approach.

- **Praise the children** for routines that they do quickly and quietly. However, once the children know the routines, acknowledge their co-operation with a nod, a smile or a thank you.
- **Team stop signal** prepares the children for the next activity so in class this can just be a single palm up. In PE, this is two claps and a ready stance with both palms up. The stop signal is to be used at playtime, in assembly, in lessons, during transitions, at lunchtime, on trips and in staff meetings. Practise until the children respond in under five seconds and in silence.
- **1, 2, 3 signal** moves the children silently from the carpet to the table in under 15 seconds.
 - Hold up one finger: the children stand.
 - Hold up two fingers: the children walk and stand behind their chairs.
 - Hold up three fingers: the children sit down and prepare to read or write.

And in reverse, move the children from the table to the carpet in under 15 seconds.

- Hold up one finger: the children stand behind their chairs.
- Hold up two fingers: the children walk to the carpet.
- Hold up three fingers: the children sit down beside their partners.
- **Magnet eyes** for when you want to be sure that the children are listening. Point to your eyes with two fingers and this indicates that their eyes should be on yours and that their bodies are still.

House Points

House Points will be used to reward good behaviours which will feed into the House Points Awards. The winning houses will receive half-termly rewards. In EYFS, a star/sticker system will reward the behaviours immediately at the point of acknowledgement.

House Points can be given where pupils have shown good examples of 'kindness' to others around school – without an adult prompting. In our Star of the Week Assemblies, examples of good behaviours will be highlighted. Examples of these could be...

Holding the doors open for others	1 HP
Tidying the library shelves on the way past	2 HP
Picking up another child who has fallen on the playground	5 HP
'Above and beyond' homework	5 HP (and shown to the HT)

In dealing with the behaviours where children have erred from the Behaviour Statement, this needs to be tackled initially by the member of staff who noticed it. All of the staff are expected to promote the Behaviour Statement and use it when dealing with poor behaviour. Use the Behaviour Statement in reflection with the children and work out what other choices could have been made.

Whilst some low-level behaviours can be dealt with in isolation, we also use the CPOMS system to build up a picture of a child if there are regular behaviour incidents. All of the staff have a responsibility to record incidents of note. **The person who initially sees or deals with the behaviour incident is the person responsible for recording it on CPOMS.** Lunchtime staff will report incidents to the class teachers and hand-over at the end of lunchtime. If you are unsure then initially talk to the class teachers, SENDCo or SLT. Regular training is provided for the staff. This can be used in any legal action therefore, it is important it is done correctly.

Concerns about continual low-level behaviours can be referred to the Wellbeing Mentor who has the options to have one-to-one chats, run small group sessions, work with child/parents to resolve any issue.

Restorative Justice

We are developing a better understanding of the role of restorative justice in teaching the children about behaviour consequences. At Gaskell Primary School, this can take the form of a simple sorry card / letter, to helping to clean the minibuses or wash the PE equipment. The two fold aim is to both remind the child that they have caused upset but also give them an opportunity and chance to help in their Gaskell community.

Special Educational Needs

When a child is on the Special Educational Needs register for displaying poor behaviour, the procedure for dealing with that child may differ. The alternative procedure will be formed in agreement with the child, their parents and the relevant school staff. The procedure will be clearly explained to all those who might have contact with the child in school. Visual display cards linked to our Behaviour Statement are provided by the SENDCo for those children who require them.

Incidents of a serious nature

Incidents of a serious nature (e.g. aggression, violence, racism, bullying) will bypass the above system and will immediately be referred to and dealt with by the Head Teacher or the senior staff in her absence. They will have the option to work with the child, Class Teacher and Wellbeing Mentor to create an Individual Behaviour Plan.

Fixed – term and permanent exclusions

We are an inclusive school and do not wish to exclude any child, even when they exhibit serious behavioural difficulties. We will take every reasonable step to ensure that exclusions are avoided. However, in extreme cases, it may be necessary to exclude following the Bolton LA Policies and Procedures.

Exclusions will consider:

- Allowing the child to give their version of events.
- Check whether an incident was provoked.
- Consider the age and state of health of the child.
- Consider the child's previous record at the school.
- Consider whether the child is safe at home during the exclusion period.



Gaskell Behaviour Policy - Flowchart of Involvement

