

# Gorse Hall Primary & Nursery School Behaviour Policy



## **Gorse Hall Primary School Behaviour Policy 2021-2022**

Gorse Hall Primary and Nursery School is committed to the development of the child as a caring and contributing member of the community. We recognise that all children are unique individuals, entitled to equal opportunity regardless of their sex, race, ability, religion or background. We offer continuing support to enable all children to realise their fullest possible potential and development – intellectual, personal, physical, creative, cultural, social and moral.

The positive approach of praise, encouragement and the raising of self-esteem will form the cornerstone of our approach to encouraging good behaviour.

### **Our Vision and Ethos**

At Gorse Hall Primary and Nursery School our ethos provides an environment where everyone feels safe and cared for. Our shared vision as a learning community is one that will embrace new challenges in order to reach our full potential. As we endeavour to develop the skills needed to become lifelong learners, we are supported by practitioners that are excited about learning and who provide meaningful and stimulating opportunities and experiences. Everyone is unique and each individual is valued and respected for who they are. We know that by working together the possibilities are endless ...

### **Our aims are:**

To develop British Values through an understanding of:

- Individual liberty and sense of personal responsibility, encouraging all children to be responsible for their own actions.
- Mutual respect and tolerance through an atmosphere of care and respect for others, in order that effective academic and social learning can take place.
- Rule of law and democracy where everyone feels their opinions will be listened to, and the promotion of self-esteem and self-worth of each pupil, in order to encourage a positive self-image.

To achieve these aims in school we have developed:

- Our 'Bee Rules and values' behaviour expectations
- A Home-School Agreement
- An Anti-Bullying Policy
- PSHE and RSE policy and whole school approach to delivering PSHE/RSE curriculum
- Pupil Mental and wellbeing policy

The approval and backing of the Governing Board has been obtained for this policy, and parents have been consulted. We see the development of the discipline policy as a partnership with parents so that unacceptable behaviour is

disapproved of, and dealt with consistently, both at home and at school. All parents are asked to support this by signing the Home-School Contract.

**Due to Covid-19 the following amendments have been added (Appendix 1), Pupils and parents should adhere to these amendments to ensure the health, safety and welfare of all pupils, staff and parents.**

## Our 'Bee Rules and Values' expectations

The following statements form the basis of the expectations of behaviour of everyone in our school. These statements evolved from discussions with the School Council, staff and children. These are the statements the children agreed on. The agreed 'Bee Rules and Values' statements are displayed within each classrooms, the main entrance hall and at various points around school.

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### Bee Rules and Values

- **Be Kind**
- **Be Respectful**
- **Be Safe**
- **Be Proud**

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### POSITIVE BEHAVIOUR REWARDS

At Gorse Hall we believe in raising self-esteem, praising good work, encouraging positive attitudes and rewarding good behaviour. We feel it is important that recognition is given to children who always work hard, are considerate to others and behave sensibly in school. Therefore, we have devised a number of reward systems, which acknowledge and praise pupils who have made a special effort.

We will ensure that parents are informed of the positive behaviour of their children so that we can work in partnership to develop and sustain a positive culture in school.

To promote self-esteem and encourage positive attitudes, we will:

- Ensure this is embedded into our whole school approach to PHSE and Relationships curriculum through the Jigsaw scheme of work.
- Give monitor roles in class in acknowledgement of children's ability to be responsible.
- Reinforce these attitudes when awarding Dojo points in class.
- Reinforce these attitudes when awarding weekly certificates such as Jigsaw Certificate and Whole school celebration certificate.
- Discuss the expectations as a class and ask children to make a 'Bee Rule' promise.
- All take responsibility to embed Bee Rules by praising children throughout the day - in class, lining up, walking around school, in assembly, in the dinner hall etc.

## **Dojo Point Award**

Dojo points are awarded in the classroom for good behaviour or work. Points are collected through ClassDojo.

- 50 points and they will receive a certificate.
- 100 points and they will be able to choose from a selection of pencils and rubbers in the Headteacher's office
- 150 points and they will be invited to the Headteacher's office for a doughnut and a certificate awarded.
- 250 points and they will be presented with a badge and their parents informed.

## **Kindness Jar**

Kind and respectful behaviour is rewarded by receiving a pom-pom. The pom-pom is added to the class Kindness Jar. If the Kindness Jar is full by the end of the week, the class are rewarded with a class treat.

## **Golden Time**

Golden time for children in KS1 and KS2, is linked to the 'Bee' expectations. It can take many forms and the activities will be decided by the Classteacher and the children together.

## **Friendship Badge**

'To have a friend you must first be a friend'. The Headteacher will discuss with children and staff each week which child has shown the qualities needed to be a good friend. The child chosen will be presented with a yellow smile badge and a certificate during whole school assembly.

## **Headteacher Award**

The Headteacher will choose one child each week linked to the whole school focus for the term and linked to their behaviour over time. Each focus will be explored through the assembly theme on Monday mornings. Children will be presented with a Headteacher Award badge and certificate in our 'Celebration' assembly. A display with the child's name and picture will be displayed in our hall and on school blog.

## **Governor Award - Annual**

At the end of the year, a child will be chosen from each class by the class teacher for outstanding achievement for that year. This will be presented by the Chair of Governors. Parents of the children will be informed.

### **Governor Award - Termly**

The Governors have also provided a Trophy for the 'Bee Rules' class, awarded to the class where each child has followed the 'Bee Rules and Values' expectations all term.

### **Year 6**

Black jumpers are presented to year 6 at the start of the autumn term. They will act as role models and will undertake various monitor roles in class and, where safe, within school.

## **Sanctions**

### **Foundation Stage**

In the Foundation Stage, children will be given a verbal warning of the 'Bee Rules and Values'. If they choose to continue, they will be placed in 'time out' away from the situation. They will be moved down the 'Bee' ladder in the Reception classroom and if they persist, they will be placed in the opposite Reception class for 10 minutes. Any serious incidents will be dealt with by the Headteacher and parents notified.

### **Key Stage 1 and 2**

#### **Low Level Incidents**

For 'low level' continuous incidents in class, the teacher will use the following:

- name on the board as a warning
- One cross (**x**) next to name if poor behaviour continues
- Two crosses (**xx**) next to name if poor behaviour continues – time out given for reflection
- Three crosses (**xxx**) next to name – sent to Headteacher or SLT member, incident recorded on behaviour log and letter sent home.

If it is recorded in Behaviour log, the pupil has lost their Golden Time that week. If a pupil has their name on the board on a daily basis, a letter will be sent to parents to inform them of the low-level behaviour their child is displaying in school (**See Appendix 2**).

For low level incidents at playtime or lunchtime, staff on duty will pass children's names onto the Class teacher so they can put their name on the board for not adhering to one or more of the rules. **The teacher may decide how much Golden Time has been lost** or **the teacher may decide how much playtime has been lost**. Children can also lose minutes of their Golden Time throughout the week for a variety of other things, such as: no PE kit, no homework and no

reading book. However, Golden Time can be earned back through discussion with the Classteacher and the rest of the class for **low-level incidents only**.

### **Guidelines for Unacceptable Behaviour**

#### **Low Level:**

- Shouting out in class
- Talking when not appropriate
- Causing a distraction
- Time-wasting
- Name-calling
- Face-pulling at other children
- Regularly forgetting PE kits/planners etc.
- Not meeting uniform standards
- Misuse of school equipment

*Unacceptable behaviours not listed above will be dealt with appropriately.*

#### **Serious Incidents**

For a serious incident when a child does not follow our agreed 'Bee Rules and Values' expectations, usually where other children have been hurt, then they will be recorded on the behaviour log. Parents will be informed by the Classteacher, a letter will be sent home and the incident will be recorded in the Whole School Behaviour log. This will mean that **all of their Golden Time is lost** and the children will spend their 'lost' time sat in silence.

#### **Where there is not an improvement in the child's behaviour:**

- Loss of playtime will also be used as a sanction and the teacher will endeavour to speak directly with the parent/guardian to try to resolve the issue.
- Parents will be invited into school for a formal meeting socially distanced or via telephone call in order that these concerns can be discussed further.
- A behaviour contract may be entered into either for playtime behaviour or classroom behaviour between parent, child, teacher and Headteacher.
- A referral to outside agencies may take place e.g. Bliss, Healthy Young Minds, Early Help Assessment, Team Around the Settings for support/intervention.
- In extreme cases, a fixed term exclusion, lunchtime exclusions or permanent exclusion may occur. Should this be the case, the Governors would be informed and TMBC's procedure would be followed. A parent/Headteacher or SLT interview will be arranged immediately.

*All parents are asked to support us in our efforts to maintain our expectations and the ethos of the school.*

## **Guidelines for Unacceptable Behaviour**

### **Serious Level:**

- Intentionally spitting
- Violence of any kind
- Swearing
- Bullying (physical/emotional)
- Discrimination of any kind
- Answering an adult back
- Refusing to follow instructions
- Retaliation to being told off

*Unacceptable behaviours not listed above will be dealt with appropriately.*

## **Attendance and Punctuality**

The school is not legally responsible for children who arrive at school before 8.40 am. Children should be outside their year group door for the time specified by the Headteacher. They are greeted by the Class teacher/LSA and supervised into class. Entry to the playground is round the back of the Nursery building or through the main gate, never through the car park. Registration is between 8.40 – 9.00 am. Children arriving after this time need to enter school through the main Reception door and will need to be signed in to be marked late in the register. Late arrivals will be monitored and persistent latecomers are always referred to the Education Welfare Officer. Attendance checks are made every three months at the end of November, February, June and then at the end of the academic year. Children whose attendance falls below 90% will receive a letter home. If there is no increase above 90% at the second time of monitoring, outside agencies will become involved and Education Welfare may be contacted. If attendance remains an issue, a fixed penalty warning/notice may be issued with a fixed penalty notice from the Local Authority. Parents are reminded in each monthly newsletter about punctuality and attendance expectations.

Children who arrive late three times will receive a letter home. If a child is ill, parents are asked to contact school on the first day of absence with a letter of explanation sent on their return to school. A call will be made home if a child has not attended school without an explanation. A home visit may occur. Requests for holidays will not be authorised. Where there are exceptional circumstances, e.g. long term or family illness, then a consultant's letter must be presented to school to explain the circumstances, the expected recovery pattern, and its impact on the child's attendance. Children who require time off from school must complete a request form and only exceptional circumstances will be authorised.

Reviewed: July 2021

Next review date: July 2022

#### Appendix 1 – Coved -19 additions:

- Children experiencing any symptoms of coronavirus will be sent home.
- Children will enter and exit school via the allocated routes, keeping a social distance and following markings on the floor.
- Children will be asked to wash their hands with soap and water at regular intervals throughout the day.
- Children will be reminded to use tissues to cover their mouths when sneezing and coughing and then to wash their hands. 'Catch it, bin it, kill it' will be displayed on posters around the school.
- Children will queue up for toilets and handwashing facilities in line with social distancing.
- Children will have their own water bottle and must not share this with others.
- Children will be guided to the different zones of the playground and must remain in these zones during break time and lunchtime.
- Children will be rewarded for following social distancing rules using class points
- Children who intentionally cough or spit at others will be sent to the Head teacher.
- Pupils will not be sent to another classroom for timeout but another room that is not being used by other pupils.

#### Appendix 2- Letter for low level behaviour completed by class teacher



Date:

Please contact the class teacher via email or telephone to discuss the low -level behaviour of \_\_\_\_\_ and the impact it is having upon their own and others' learning.

Thank you  
Alex Flood  
Headteacher

### Appendix 3 - Letter for serious level behaviour



Date:

Unfortunately your child, \_\_\_\_\_ has not followed the Bee Rules today because

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The matter has been dealt with and resolved but could you please talk to them about the behaviour expectations we have at school.

- **Be Kind**
- **Be Respectful**
- **Be Safe**
- **Be Proud**

Thank you for your continued support

Alex Flood  
Headteacher

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Letter received for \_\_\_\_\_ and discussed.

Signed: \_\_\_\_\_