

## Castleton, Lealholm & Glaisdale

### Behaviour Policy February 2020

#### **Aims**

To:

1. Ensure that children show respect for each other and their property, the staff and the school environment;
2. Create a safe, happy and productive working atmosphere;
3. Provide common 'golden rules' which are clearly understood by all staff, children and all others who may work within the school;
4. Provide opportunities to communicate with parents and guardians;
5. Support children who may find it difficult to follow the 'golden rules';
6. Use and follow the help script to deescalate situations
7. Follow specific behaviour plans where necessary
8. Support staff who may experience difficulties with particular children or groups of children;
9. Provide a system of rewards and sanctions.

#### **Guidelines**

1. 'Golden Rules' consisting of a set of simple, short school rules have been produced. It will be the responsibility of the class teacher to discuss and reinforce these with the children supported by assemblies and other events.
2. It will be the responsibility of the Headteacher to explain the 'Golden Rules' to new teachers, ancillary staff and parents of new entrants as appropriate.
3. Systems of rewarding positive behaviour and effort will be developed though these may differ from class to class.
4. All classes will promote 'The Learning Gems' as a method of celebrating positive behaviours for learning
5. Children will be given time and responsibility to look after and maintain areas of the school.
6. Children achieving high standards (at their own level) should be referred to other colleagues for praise. Class dojos will be given to celebrate positive behaviours for learning.
7. Learning experiences and tasks should be matched, as far as possible, to individual children's ability and temperament.  
Poor behaviour should not be tolerated.

8. Children should not be isolated for poor behaviour without supervision. Removal to another class is recommended.

9. Details of incidents by children who persistently offend should be recorded and referred to the Headteacher. Parents may then be invited to school to discuss the behaviour.

10. In exceptional cases, a child may be excluded after consultation with the parents, governors and YEAT.

11. All parents and governors will be informed of the school's 'Golden Rules'.

### **Golden Rules**

See Appendix 1

### **Lunchtime Behaviour**

This is exactly the same, except that if a child reaches the 'Red Card' stage, a teacher will be involved.

### **'Hands Up' System**

This is a system we use throughout the school when we need a group of children to be quiet, if it is felt that asking for quiet won't work e.g. in the dining room or in a noisy lesson, tidying up, PE, drama or outside school.

Everyone in the room, including other staff and the person who instigated the hands up, should all stop talking and also put their hands up. The member of staff who needs the children to be quiet should only start to speak when there is complete silence and all hands are up, and he/she has put own hand down (supporting the 'no speaking when your hand is up' approach).

### **Rewards**

1. Sharing assembly - children who have achieved in any area of school life will be invited to show and talk about their work.

2. 'Smiling faces' or other devices may be stamped on a child's work as recognition of effort or achievement.

3. Behaviour that shows a caring attitude will be acknowledged and rewarded.

4. Stickers, well done cards and certificates are awarded.

5. Team Points are given to those children whose work or behaviour is deserving of great praise.

6. Class dojos are given to celebrate positive behaviours for learning

Sanctions

**See Appendix 2 ('Get it Right')**

### **Bullying**

If a member of staff observes any behaviour which could be recognised as bullying\*, this issue should be raised with the child, the class teacher and also be brought to the attention of the headteacher. The issue should then be closely monitored and action taken to ensure that the child has no opportunity for this behaviour to continue. The teacher and headteacher should liaise to establish good behaviour from the child, referring to the 'Golden Rules'.

The issue may need to be brought to the attention of the child's parents by the headteacher where the 'Golden Rules' would be used as a basis for working towards good behaviour.

\* Bullying involves a persistent form of inappropriate behaviour by one or more children towards a child or group of children. The bullying behaviour can be physical, verbal or emotional.

Children and parents need to understand a clear definition of the term.

# Golden Rules

- Be resilient, working hard and always trying your best.
- Be polite and respectful.
- Be kind and helpful.
- Be honest and tell the truth.
- Keep yourself and others safe by thinking before you act.

## HELP SCRIPT

We use a restorative approach to behaviour and always deescalate a situation before using physical intervention. This is used as a last resort using approved techniques and is always recorded in the serious incidents book.

### Restorative Questions

- What happened?
- Who was hurt?
- How can we put it right?

### Help Script for Children in Crisis

- I can see that you are (angry/sad...) I would feel (angry/sad...) too if  
.....

(E.g., someone had called me a name ...) or I can see something has happened  
.....

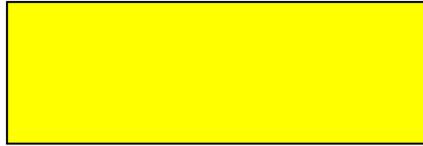
- I want to help you
- Talk and I will listen
- Come to (my office/ our classroom ...) and you can talk to me

Just keep repeating the I want to help onwards part if child does not respond – do not get into a discussion until child is where you want them to be.

## GET IT RIGHT!

**1. Is there a problem?**

**2. Yellow card**



**3. Time out (playtime missed)**

**Immediate time-out:-**

- Pushing, kicking, punching, hitting, pinching, tripping up
- Calling names
- Telling lies
- Rudeness
- Wasting time
- Causing damage
- Bad manners
- Interrupting

**Parents are involved with incidents of bullying/ fighting**

**4. Red card and sent to another class or head teacher**



# Diamond

Being responsible and able to identify a problem

- Trying to solve your own problem instead of relying on someone else.
- Used your learning toolkit to help you when you're stuck.



# Ruby

## Supporting others

- Give support to others by listening to them and smiling at them.
- Praise others when they do well.
- Help others when they have a problem.



# Emerald

Being brave and sticking with it even when it's tough

- Brave enough to "have a go" even if you might make a mistake.
- Learn from your mistakes and "bounce back" to have another go.
- Remain calm even if you feel upset or angry.



# Sapphire

Keeping focus

- Stay on task.
- Fight off the "monster distractions".
- Keeps listening to others even when there are distractions.



# Amethyst

Working with a partner

- Uses all of the other powers to work well with a partner.
- Share ideas with your partner using speaking and listening skills.
- Taking turns to listen and then share your thoughts.
- Add new ideas to your discussions.



# Topaz

Working in a group

- Uses all of the other powers to work well with a group.
- Share at least one idea with your group.
- Taking turns to listen and then share your ideas.
- Ask questions in your group.

