

# GREAT SANKEY PRIMARY SCHOOL



## POSITIVE BEHAVIOUR POLICY

### *Conquering Behaviour for Effective Learning.*

*"Every child deserves a champion: an adult who never gives up on them, who understands the power of connection and insists they become the best they can possibly be." Rita Pierson.*

Version	Date	Action
1	January 2014	New Document, approved by Governing Body Spring 14
2	November 2015	Agreed at Autumn 2015 Governing Body
3	July 2016 for September 2016	Agreed Summer 2016 Governing Body meeting for implementation September 2016
4	September 2017	Agreed by Governing Body Summer 2017.
5	September 2018	Agreed for September 2018
6	September 2019	Agreed for September 2019
7	September 2020	Updated with COVID-19 response (red) and 'When the Adult Change, Everything Changes.' <i>This policy is to be read in conjunction with the <a href="#">COVID addendum</a></i>
8	September 2021	Updated with KCSIE 2021 changes implemented
9	September 2022	Updated with KCSIE 2022 changes implemented
10	September 2023	Updated to include changes to school values

At Great Sankey Primary we understand the importance of a strong relationship between families and school, working together to give the very best experiences and education to every child. We aim to build on the important foundations already provided by parents and carers as the children's first educator and carer. School will support and provide many new, exciting opportunities for your child to learn in and ensure that it is done in a safe and stimulating environment. We will always communicate positively and constructively, and we ask you do the same with us, so together your child will receive the very best school experience.

Our vision remains rooted in our school motto,

***'Together We Learn and Grow.'***

as well as in our school values of 'Honesty, Acceptance, Resilience, Responsibility and Kindness'. We believe that children will only thrive in an environment in which they are happy, secure and challenged: happy in the knowledge that they are treated with respect and valued for their own unique traits and achievements; secure because school is a safe place in which staff care for them; and challenged to achieve their very best.

We have expectations of ourselves and every child in our care. Through high standards of behaviour and exciting, relevant and interesting learning experiences, we endeavour to enable every child to reach their potential. Our learning community allows children to become resilient, self-confident and independent learners that recognise their responsibility within society.

We use educational research to inform our policy and practices (*EEF Improving Behaviour in Schools June 2019* and *'When the Adults Change, Everything Changes,' Paul Dix*)

Our GSP Code of Conduct is designed to promote positive behaviour, and will:

- Communicate to pupils what good behaviour means and why it is important
- Reward positive behaviour so that it is recognised and valued by our school community
- Establish clear sanctions to be used as a consequence of unacceptable and persistent behaviour
- Match the curriculum to the needs of all children

### **What are our aims?**

- To nurture a warm and mutually respectful relationship between adults and children in a calm, purposeful atmosphere, where children feel safe and valued
- To foster mutual respect
- To provide an outstanding primary school education for all children to allow them to become independent, confident citizens within the community
- To encourage self-discipline so that each child learns to accept responsibility for their own behaviour.
- To create a learning environment in which children are enabled to attain the highest standards of which they are capable, through the recognition of individual needs, irrespective of gender, disability, identity, culture or ethnicity
- To provide a sense of community by working in partnership with parents and other members of the wider community of Great Sankey Primary
- To approach and promote behaviour in a positive manner

This means that together we should:

- Be polite, honest and courteous and treat others with respect and kindness
- Allow everyone to learn, feel safe and benefit from being a member of our school community
- Have the right to learn without being disrupted by others

- Respect the name, property, appearance and environment of each other and the school.

At Great Sankey Primary we have consistently high expectations for all our children. Therefore, we expect children to:

- Care for other pupils by showing respect and positively recognising one another's uniqueness
- Allow teachers to teach and children to learn without disruption
- Arrive on time, with the right uniform, equipment and ready to learn

2

- Be in the right place at the right time
- Be courteous to all in school and our community
- Follow instructions
- Help and care for one another in our school community
- Be an important member of our team

Every child at Great Sankey Primary is an ambassador of the school. They are a member of an important team and should do all they can to represent the school and its reputation in a positive way.

We expect children to move quietly around school at all times, showing care for others. In the corridors and on the stairs, walk on the left and hold the doors open for one another and always show kindness and demonstrate our school values.

Children should speak politely to everyone at all times, showing care and respect.

We expect that they will help to keep the school clean and tidy by respecting the building and the equipment. Put litter in bins, even if it is not ours. Keep the classroom and furniture tidy and clean. Be proud and look after the displays we have around school.

It is important that children take pride in their appearance and this is reflected in the correct wearing of the school uniform and in their general appearance.

Children must take pride in their work, take care in presentation and aim to complete work on time and to the very best of their ability.

### **Great Sankey Primary expectations:**

It is the expectation that every child displays good behaviour. Classroom expectations and golden rules are discussed and agreed annually by our School Council and then shared within each class. Each class then also develops their own classroom rules based on our school values and golden rules. We use '**Be safe, be ready and be respectful**' as key reminders around this policy.

### **Rights and Responsibilities:**

#### **Rights of Children:**

- To be educated in a safe learning environment
- To be valued and respected for their uniqueness
- To feel safe in school
- To have the right to learn

#### **Rights of Staff:**

- To feel safe
- To work in a safe environment
- To feel valued and respected
- To have the right to teach
- To receive professional development

**Parents/Carers Rights:**

- To be listened to
- To be respected as their child's first educator
- To be informed
- To be involved in their child's education and solving of misbehaviour

**Governing Body responsibilities:**

- To ensure that the policy to promote good behaviour is in place and followed consistently
- To review and make written statements, with the Head teacher, of general principles to promote good behaviour in school

**Staff responsibilities:**

- To be consistent
- To know, follow and work within the school ethos, policy and practice.
- To be fair
- To be a positive role model for the children
- To provide support for children and adults in school
- To work in partnership with parents and carers to benefit the child's education

3

**Children's' Responsibilities:**

- To respect one another's right to a safe learning environment
- To follow the school's golden rules
- To alert a staff member to any incidents towards other pupils

**Parents'/Carers' Responsibilities:**

- To work in close partnership with the school and staff to benefit their child's welfare and education
- To accept and work within the school rules, policy and practice

**Rewards:**

Our school reward system is designed to encourage and celebrate both individual and collective responsibility amongst our pupils. We have consistently high expectations of all of our pupils and their attitudes to learning and all are equally challenged.

Every pupil is rewarded for effort, achievement, good behaviour and demonstrating our school values. We celebrate their attitudes to learning, within the range of their own ability. House points are awarded to show effort, achievement and have a resilient attitude towards their learning. They are also awarded to pupils who demonstrate our school values and are a good citizen in school. Children receive house points for being kind and caring to others in school. They receive them for good listening skills, good attitudes, working successfully as a team and being respectful to others. Children can earn them individually or as part of a group or class.

Each child is part of one of our four houses (St. George, St. Andrew, St. David and St. Patrick) and are led by elected Head and Vice House Captains.

**The Curriculum at Great Sankey Primary School**

The curriculum is central to maintaining good order in our school. Behaviour Management must be an integral part of our curriculum. Appropriate and relevant social skills should be developed in all children, thus allowing them to participate fully in the life of their school, home and local community. It is through a well organised classroom and interesting and challenging teaching, that the potential for conflict is reduced.

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on

the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be carefully arranged to provide a conducive environment for on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Classroom displays should develop self-esteem through demonstrating the value of every individual's contribution and overall, the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm, enjoyment, participation and success for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in cooperation with others. Praise should be used to encourage good behaviour as well as good work. Criticism should be a private matter between the child and teacher to avoid resentment.

Behavioural expectation will be made explicit to all children at the beginning of each term and will be constantly and consistently reinforced. Classroom Codes will be compiled at the start of the year with reference to the Great Sankey Primary School Golden Rules.

There should always be opportunities to discuss the needs for rules in society and in their role as protecting everybody's rights. The promotion of self-discipline, a sense of care for one another and a dislike of irresponsible behaviour should be positively encouraged.

### **Bullying**

4

Bullying is the persistent desire to hurt others and can be verbal, mental or physical. This includes cyberbullying, prejudice-based and discriminatory bullying. At Great Sankey Primary we are keen to identify early signs of bullying and children are encouraged to tell a member of staff, a parent or friend.

Important messages and learning are promoted to all children through the PSHE and RSE curriculum as well as through assemblies and our core school values.

We regard bullying very seriously and will always do our very best to ensure that all instances are properly dealt with. We aim to provide a protective ethos with preventative work in our Personal, Social, Health and Economics Education. We listen carefully to any concerns and encourage everyone to let us know of any bullying behaviour. We support children who may have been bullied and try to ensure they feel safe; respond to all instances of bullying informing parents of both parties and work with everyone involved to change bullying behaviour.

Appropriate action is taken to deal with any bullying incidents to help all parties involved. The role of parents is important in reducing any incidents of bullying. GSP has a separate Anti-Bullying Policy to supplement this Positive Behaviour Management Policy.

In addition, any serious behaviours that would affect any child's health and safety are dealt with swiftly and according to the guidance outlined in the Sanctions Framework.

### **Child on Child Abuse:**

Please note that this is linked directly to our Safeguarding policy and procedure and links to the list of behaviours that count as peer-on-peer abuse in the **Keeping Children Safe in Education (KCSIE) 2022 document for schools and colleges**. Children can abuse other children. This is generally referred to as child on child abuse. Child on child abuse can take many forms. This can include (but is not limited to) bullying (including cyber bullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

All staff are trained to recognise that children are capable of abusing their peers and all incidents should be recorded appropriately- as child on child abuse- not just a behaviour incident.

The school has a number of procedures in place to minimise the risk of child on child abuse and any allegations made by pupils, parents or carers are taken very seriously, will be investigated and dealt with accordingly. The risk assessment will inform whether the school needs to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

We recognise that abuse is abuse and should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up.” The school’s response will be

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Any sexually inappropriate behaviour will not be tolerated, and ALL pupils involved will be supported and listened to. The alleged perpetrator(s) will be offered support so that they can change their behaviour.

We acknowledge that all child on child abuse is unacceptable and will be taken seriously; and understand the different forms child on child abuse can take, such as:

- Sexual violence and sexual harassment

5

- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.

- Sexting: (The UK Council for Child Internet Safety (UKCCIS) Education Group has recently published sexting advice for schools and colleges); and

- Initiating/hazing type violence and rituals.

Staff will follow the sanction guidance however, different sanctions will be appropriate for different ‘levels’ of sexual harassment and sexist comments. Context will impact how each incident is handled including consideration of:

- The age and developmental stage of the alleged perpetrator(s)
- The nature and frequency of the alleged incident(s)
- Balancing the sanction alongside education and safeguarding support  
(Guidance will be taken from KCSIE 2022)

Consequences will happen after all incidents and appropriate sanctions will be actioned. The response to each incident will be proportionate and will balance the importance of safeguarding other pupils with the need to support, educate and protect the alleged perpetrator(s). The voice and views of the victim(s) will help to inform any response.

We are committed to creating a culture and ethos of respect, tolerance, acceptance and diversity to make it easier for pupils to call out and report incidents

### **Equal Opportunities**

At Great Sankey Primary School, equal opportunities means that we treat everyone equally well. All learning opportunities within school; extracurricular activities and behavioural strategies are applied to both girls and boys throughout the school, with regard to age, gender, race, sexual identity, nationality or ability.

The school is committed to ensuring all children feel and are included, and work with any pupils who have either been withdrawn from or are in danger of being withdrawn from lessons to ensure that they remain included where deemed possible. Targeted children will continue with curriculum studies, but the emphasis of support will be about a change in their behaviour so that they are able to operate more effectively in their normal lessons. Parents/carers will be informed and invited to school to discuss behaviour.

### **Reference to this policy should also be made to:**

*Safeguarding Policy and Procedures*

*Health and Safety Policy*

*Physical Restraint and Positive Handling Policy*

*Online Safety Policy*

*Anti-Bullying Policy*

*Staff Code of Conduct*

*SEND Policy*

*Equal Opportunities Policy*

*DfE Guidelines on Exclusion from School*

### **Monitoring and Self Evaluation.**

The Positive Behaviour Management Policy is monitored on a regular basis by class teachers and the Senior Leadership team (SLT). The Headteacher completes a termly review of all behaviours in order to report to staff and governors. Each class has their own house point system which allows teachers and SLT to monitor the frequency and occurrences of both positive and negative behaviour. This serves as an active tool to support teachers in their feedback to parents. It enables the school to keep a track on individual children and the strategies that have been put in place. The SENDco may also access this information to support IEP and Behaviour Reviews.

### **Exclusions - Permanent and Fixed Term Guidance**

Only the Headteacher (or the acting Headteacher) has the power to exclude a pupil from school.

**Fixed term exclusion:** The Headteacher may exclude a pupil from school in very exceptional circumstances. Fixed term exclusion is used for very serious incidents or where previous sanctions have failed to bring about an appropriate change in behaviour. When considering the period of a fixed term exclusion, the Headteacher will take into account a variety of factors determining the number of school days a pupil is to be excluded. This will include:

- the conduct record of the pupil
- the age and maturity of the pupil
- the response of the pupil to the incident
- whether others have been hurt as a result of the pupil's actions

This is not an exhaustive list. Other factors may need to be taken into account depending on the nature of the specific incident and in relation to other policies, such as Safeguarding, Anti-Bullying.

**Permanent Exclusion:** The Head teacher may decide to permanently exclude a pupil following investigation. This may include:

- if allowing the pupil to remain in school would seriously harm the educational welfare of other pupils in the school (DfE Guidance)
- in response to very serious breaches of the school's Behaviour Policy.

### **Allegations against Staff:**

Any false allegation made against a member of staff, will be treated as a serious offence and may result in exclusion.

### **Physical Intervention and Restraint:**

Occasionally, in extreme circumstances, a child may need to be physically restrained. This would only be when the child is in danger of hurting him/herself or endangering other pupils and staff. Staff have agreed that physical restraint will only be used when safety is compromised. A record is kept of all violent incidents and incidents that have involved physical intervention. A number of staff are trained in positive manual handling.

### **Parents and Carers**

The school works collaboratively with parents so children receive consistent messages about how to behave at home and at school. We explain the school rules and expectations in the school prospectus, and we expect parents to read these and support them. We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher and then if necessary, school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

### **Review and Role of the Governing Body**

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines. This policy is reviewed annually in collaboration with staff and the school council. Governors monitor the standards of behaviour throughout the academic year.

*"If we are expecting change in others, we have to look to change ourselves first." Nelson Mandela.*

***Our Behaviour Policy is intended to be a continuous working document. At Great Sankey, we***

## **APPENDICES**

### **Behaviour Management Framework - Rewards and Sanctions**

#### **Rewards**

Our school reward system is designed to encourage and celebrate both individual and collective responsibility amongst our pupils. We have consistently high expectations of all of our pupils and their attitudes to learning and all are equally challenged. Good behaviour should be reported to parents (verbally or through reports).

Every pupil is rewarded for effort, achievement and good behaviour. We celebrate their attitudes to learning, within the range of their own ability. House points are awarded to pupils who show effort, achievement and have a resilient attitude towards their learning. They are also awarded to pupils who demonstrate our school values and are a good citizen in school. Children receive house points for being kind and caring to others in school. They receive them for good listening skills, attitudes, working successfully as a team and being respectful to others. Children can earn them individually or as part of a group or class.

Each child is part of one of our four houses (St. George, St. Andrew, St. David and St. Patrick).

<b>Aspect</b>	<b>Procedure</b>
House Points	<ul style="list-style-type: none"><li>✓ House points are recorded by the teacher.</li><li>✓ Teacher records when children are reaching 80/160/250/330 points.</li><li>✓ Bronze, silver, gold &amp; platinum badges (80/160/250/330).</li><li>✓ EYFS 25 HP for a medal and then 50 to achieve bronze.</li><li>✓ Bronze, silver, gold &amp; platinum badges to be awarded during Celebration assembly.</li><li>✓ Balance/consistency in distribution is important across the school.</li><li>✓ House Points are awarded for acts of kindness, following the Golden Rules, looking after peers etc.</li><li>✓ House Points can be awarded by any member of staff.</li><li>✓ When children reach milestones with their House points, a personal letter is posted home from the Head teacher sharing their good news.</li></ul>
House Teams	<ul style="list-style-type: none"><li>✓ Each child belongs to a team in the school (St George, St Andrew, St Patrick and St David). Every time a child earns a point (good work, manners, behaviour etc.) their point is added to their team's total. The winning team each half term is awarded the House team trophy and their colours displayed in ribbons in the entrance.</li><li>✓ House captains collect the house points from each teacher to report in assembly at the end of each half term.</li><li>✓ House team day linked to their Saint's day.</li><li>✓ Staff linked to the House teams to promote their team.</li><li>✓ Regular planned opportunities for the promotion of House teams.</li></ul>
Star of the Week	<ul style="list-style-type: none"><li>✓ This award is given weekly to one child on each class. The class teacher identifies a child who has particularly achieved – academic or pastoral. This is awarded during Celebration Assembly and published within the newsletter.</li></ul>
Verbal Praise	<ul style="list-style-type: none"><li>✓ <b>VALUE</b> positive verbal praise and promote use with the children (e.g. 'Thank you' if a child has held a door open or 'Well Done' if they impress).</li><li>✓ Promote at lunchtimes and break times during opportunities for whole school praising in 'public.'</li></ul>



Individual and Class Rewards	<ul style="list-style-type: none"> <li>✓ Stickers and stampers used in marking and in class.</li> <li>✓ Some classes choose to have a 'treasure box', raffle tickets or similar rewards to support the rewards system and positive behaviour of the school and develop their own class rewards to further celebrate and support the policy.</li> </ul>
------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Certificates	<ul style="list-style-type: none"> <li>✓ A range of certificates, awards and prizes as well as certificates are awarded in class including maths achievements for number bonds and multiplication table knowledge, reading at home, star writers etc.</li> </ul>
Other	<ul style="list-style-type: none"> <li>✓ Values postcards sent home</li> <li>✓ Visiting another teacher, Deputy Headteacher, Headteacher</li> <li>✓ Phone call home</li> <li>✓ Twitter</li> <li>✓ A note home</li> <li>✓ Stickers</li> </ul>

## **Sanctions**

Good behaviour management starts with the principles of good classroom management strategies. Children who do not behave appropriately in class, fail to show a caring attitude, or show lack of respect must realise that the school does not accept or tolerate such behaviour. Discipline is fair and firm; the school's Positive Behaviour Policy is enforced rigorously by all.

A range of sanctions and procedures to resolve discipline problems may be used. Staff may exercise their professional judgement within the context of the strategies and procedures of the school's Positive Behaviour Policy. Support is available should it be needed and staff and parent / carers should feel confident that once the problem is referred, appropriate action will be taken.

Staff have an acute awareness that the smallest throwaway comment can impact on a child for a significant amount of time. Staff follow the '30 second intervention' (taken from When the Adults Change, Everything Changes.) This is not driven by punishment but is designed to leave the child thinking about their actions and knowing that someone important to them believes they are better than the behaviour they are displaying. At the pivotal point of behaviour management staff are able to implement this technique to address difficult behaviour whilst maintaining the relationship with the child.

### **A 30 Second Script (sourced and developed from When the Adults Change Everything Changes)**

There is no one 'correct' script when a pupil misbehaves. This is a guide and designed to be adapted as necessary to the pupil.

*I noticed you are ..... (having trouble getting started / struggling to get going / wandering around the classroom.....etc.)*

*It was the rule about.... (lining up / staying on task / damaging property etc.) that you have broken. You have chosen to.... (move to the back / catch up with your work at breaktime, fix the book etc.) Do you remember last week when..... (refer to something positive)*

*That is what I need to see today....*

*Thank you for listening*

Staff should be very aware of the way in which they speak to children and use their tone carefully. Subtle shifts in tone, volume and pace are all behaviour skills that can be used to support in the effective

management and positive manipulation of promoting good behaviour.

Do not 'chase' secondary behaviours

9

Staff are trained not to chase 'secondary behaviours through the following points:

- Don't bite back with your words
- Refuse to chase secondary behaviours or engage in a power play (a 'yes you did/no I didn't' argument that usually ends in the adult having to call on hierarchy or outside power to win)
- Use choice if you can but not if it inflames the situation
- Resist the urge to bring up past misdemeanors ('*This is the seventh time you have....*')
- Don't follow pupils when they walk away, unless you have to because of clear and present safety concerns. Often the act of following can provoke another peak in anger
- Remember that you are the adult. Focus on the outcome that you want, not the argument
- Ask questions and try not to make accusations
- Focus on what is happening next. You can uncover what has just happened later.
- Whenever possible move the pupil to a safe space out of public view and the pressure of an audience (PIP – Praise in public, RIP – Rebuke in private)
- Shift into listening mode. This is not the time for lengthy speeches. Less will almost certainly be more.

The following guidelines are an indication of the steps to be taken with disruptive and poorly behaved pupils. In the first instance, problems are dealt with by the class teacher. Measures include:

- The 30 Second Script
- Do not chase secondary behaviours
- Follow table below approach of
  - Reminder
  - Caution
  - Last chance
  - Time out
  - Repair

	Steps	Actions
1	Reminder	A reminder of the three simple rules (Be safe, be ready, be respectful) and class routines delivered privately wherever possible. Repeat reminders if reasonable adjustments are necessary. Take the initiative to keep things at this stage.
2	Caution	A clear verbal caution delivered privately, wherever possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase, 'Think carefully about your next step.'

3	Last chance	<p>Speak to the pupil privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. Use the 30 second scripted intervention.</p> <ul style="list-style-type: none"> <li>• Saying 'stay behind two minutes after the lesson' within this step. That two minutes is owed when the child reaches this step, it is not part of some future negotiation on behaviour. It cannot be removed, reduced or substituted.</li> </ul>
4	Time out	<p>Time out might be a short time away from the group / class for a few minutes. This is designed to be a few minutes for the child to calm down, breathe, look at the situation from a different perspective and compose themselves.</p> <p>Pupils are not to be sent to stand outside the class unsupervised</p>
5	Repair	<p>This might be a quick chat at breaktime in the playground or a more formal meeting 'restorative conversation if necessary)</p>

- **Children should be sent to the Headteacher / Deputy Headteacher immediately after an incident if they use violence or bad language, if there is a racial or homophobic incident or if they refuse to follow an adult's instruction.**

10

If behaviour persists, parents / carers may be contacted or if the behaviour does not improve.

Lunchtime 'catch-up time' may be given at the teacher's discretion if inappropriate behaviour has resulted in lack of work. 'Catch-up' must always be supervised, be of an appropriate duration and consistently applied. Records should be kept by the class teacher of any pupils to complete 'catch-up' through CPOMS recording system. Records will be monitored on a regular basis by the SLT and any children being asked to attend 'catch-up' sessions regularly will be investigated further.

### **A restorative conversation**

A restorative conversation is more than a process or a set of questions. The behaviour of the adult lies at the heart of it all.

Body language, the setup of the room, the tone of the staff member, inflection and attitude are all read carefully by the pupil for signs of judgement or negative assumption. It is important to get a balance between over formalising and being too casual during the meeting.

Office spaces are not ideal for open and honest reflections. We recognise that it is often better to walk and talk to engage in a collaborative activity to take the pressure of the conversation. This can remove the fear, the pressure and is less of a forced conversation. More space often allows for more honesty.

Key points:

- Don't sit behind a desk or on it
- However irritated you were / are with the behaviour that provoked the meeting, try to focus on the outcome you want
- Reserve enough time for the meeting so it is not rushed or cut short
- Resist the urge to take copious notes
- Leave the door open if in a room
- Answer the questions yourself, not on behalf of the pupil but with your own reflections
- Take care not to use judgemental language

- Resists any interruptions
- Don't nit-pick uniform, tie, etc. at the beginning of the meeting. This only reaffirms the hierarchy and can set the wrong tone from the start
- End the meeting well. Plan how you are going to bring things to conclusion. Take care not to open up other business at the close
- Use the restorative five key questions from the suggestions below:
  1. What happened?
  2. What were you thinking at the time?
  3. What have you thought since?
  4. How did this make people feel?
  5. Who has been affected?
  6. How have they been affected?
  7. What should we do to put things right?
  8. How can we do things differently in the future?
- *For our younger children asking restorative questions may be too much for them and their development. Instead staff will choose two points that they think are either pertinent to the incident or what you want to focus on with the particular child.*

### **Behaviour on the Playground**

At GSP we have playground rules displayed outside for all to follow. These should be referred to when dealing with any playground incidents.

Sanctions to be applied during break / lunch times are as above.

A pupil would usually move through the hierarchy of sanctions, although for more serious incidents, the Senior Leadership Team (SLT) may consider moving to a higher-level sanction. Action may also be considered in conjunction with the policies and dependent upon individual sanctions when dealing with serious incidents.

Incidents which would be considered as serious, hence result in higher level sanctions would include:

- Violent and aggressive behaviour towards other pupils
- Verbal or physical behaviour of staff
- Theft
- Defiance of authority
- Deliberate damage to property
- Tampering with safety equipment
- Racial abuse or harassment
- Sexual harassment
- Plus, any other incidents of extreme behaviour

The Head teacher may use exclusion as a sanction for serious acts of inappropriate behaviour. When used, the reason for exclusion must be explained to the child and their parent(s), recorded in the behaviour file and must follow DFE guidelines.





#### Rewards

- Verbal praise
- House points
- Value postcards emailed home
- Stickers
- Show work to another adult
- Celebration assembly
- Star of the week
- Star of the day
- Visit Mrs Wilding

Positive behaviour is an expectation from everyone at GSP. We are all ambassadors of GSP.

Being honest; accepting of others; demonstrating responsibility and accepting responsibility when you have done wrong; showing resilience and always treating others kindly are all positive traits we like to see in our GSP team.

#### Sanctions

The teacher will look at you and give a warning and a reminder of our school rules. We will follow:

1. Reminder
2. Caution
3. Last chance
4. Time out
5. Repair

If you break the golden rules repeatedly, your teacher will speak to your parents or carers.

If your behaviour does not improve, you will discuss this with Mrs Wilding or Mr Gawne.

Repeated poor behaviour may result in a behaviour plan and report card.

### Great Sankey Primary School

*'Together We Learn and Grow'*

#### Positive Behaviour



- Be Honest
- Be Accepting
- Be Responsible
- Be Resilient
- Be Kind

#### Restorative Talk:

- What has happened from your point of view?
- What were you thinking / feeling at this time?
- Who else has been affected by this?
- What do you need right now?
- What can you do / can be done to put things right?

#### Visible Consistencies

- All staff and children are role models
- We greet one another in the mornings.
- Staff accompany children to the playground at playtimes and the end of the day. At playtimes, there must be an adult on duty before children are left.
- Class teachers are in classrooms ready to greet children after playtime and lunchtime.
- Staff regularly notice and respond to good behaviour exhibited by children across the school.
- Staff intervene whenever incidents occur – following Restorative Approaches where possible.
- All staff challenge children who are not keeping the golden rules in a non-confrontational way.
- Parents and carers work in close partnership with the school and accept the rules, policy and practice.





# The GSP Values ♥

**Be Honest** We tell the truth and are fair.

**Be Accepting** We understand how we are alike and how we are different and we treat everyone with respect and understanding.

**Be Responsible** We carry out roles and duties to the best of our ability and accept consequences for our actions.

**Be Resilient** We tap into our strengths to overcome challenges and problems and we never give up.

**Be Kind** We use caring words and our actions are friendly and considerate.



Sections are colour coded for ease of reference:

