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## Behaviour Policy

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**Reviewed: July 2018**

**Ratified by the Governors: 05/07/2018**

**Due for Revision: July 2019**

**Lead Person: Headteacher**

**We want our school to be a safe place where everyone is aware of what is expected of them and where we treat one another with equal respect. This policy has been developed to support, maintain and encourage positive behaviour throughout the school.**

We at George Tomlinson Primary School are committed to ensuring that all children have an equal opportunity to develop and fulfil their potential. We believe that racism, sexism, prejudice against; sexual orientation, disability, religious belief and class impair all children’s social and personal development. They also inhibit children’s educational achievement. All children have the right to feel positive about themselves. And we will do all we can to enable this to happen.

**Code of Conduct**

At George Tomlinson our code of conduct is based on ‘The Golden Rules’. We use the behaviour system called ‘Good to be Green’ to reward and sanction good and poor behaviour. The principles of this policy are endorsed by all staff and pupils at George Tomlinson Primary school.

Our Golden Rules are a way to instil important values into every area of school life and they will be displayed prominently in and around the school.

**Our 10 Golden Rules**

**We are gentle**

We don’t hurt others

**We listen**

We don’t interrupt

**We are honest**

We don’t cover up the truth

**We are resilient and we try our best**

We don’t give up when facing challenges

**We are kind and helpful**

We don’t hurt anybody’s feelings

**We look after property and put rubbish in the bin**

We don’t litter or damage things

**We take responsibility for our actions**

We don’t blame others

**We use our words**

We don’t use violence

**We are respectful**

We don’t speak disrespectfully

**We look after one another**

We are not bystanders

## George Tomlinson Primary School Behaviour Policy 2018/19

- Verbal abuse based around another pupil or staff member's race, religion, gender, sexuality or disability
- Damaging property
- Stealing
- Lying
- Not taking responsibility for your behaviour
- Stopping others from working
- Disobeying reasonable instructions from adults who work in the school
- Dominating in the playground
- Creating Litter
- Playing in an unsafe way
- Sexual innuendo
- Bringing to school inappropriate items that would cause harm
- Bullying including cyber-bullying

### Supporting Positive Behaviour

We endeavour to help raise self-esteem by praising, recognising and valuing positive behaviour. The Good to be Green system is intended to further support and reinforce our efforts to support positive behaviour across the school. The teaching and support staff promote good behaviour by using positive reinforcement. Children who demonstrate focus, enthusiasm and a commitment to their learning are recognised by receiving a Bronze, Silver and ultimately a Gold Award:

- The Bronze Award is given spontaneously by the adult in recognition of excellent learning or attitudes to learning throughout the school day
- A Silver Award is achieved if a child consistently demonstrates a commitment to their learning
- Children who the teacher believes have demonstrated excellence in their learning, attitude to learning, behaviour or effort will be given a Gold Award

These awards must be attainable by all children regardless of SEND issues. The emphasis with Good to be Green is on positive rewards rather than sanctions. Every child starts each day afresh and their card returns back to Green.

### Star of the Week Assembly

Pupils are nominated weekly by their class teacher for much improved or outstanding behaviour which is clearly linked to children's learning and progress and for being an excellent role model. They are supported by adults to achieve Star of the week and Good to be Green targets. The children then attend a whole school assembly (Years 1 – 6) which takes place on a Friday at 9am. The child receives a certificate from their class teacher recognising their success.

## Circle Time

Circle time takes place in every class and year group. We endeavour through this time to make sure that every pupil can discuss or be given the opportunity to discuss social and behavioural issues in their class. Further opportunities for this occur in assemblies, and school council.

## Special Assemblies

Special assemblies to promote certain themes such as: Anti-racism, anti-bullying and disability awareness are held each term to raise these issues amongst the whole school community

## Sanctions for Inappropriate Behaviour in School

At George Tomlinson we do not tolerate disruptive behaviour. It stops children from reaching their full potential and can stop children from learning. Below is the order in which disruptive behaviour is dealt with in our school through Good to be Green:

The adult will:

- Give a number of verbal warnings all of which are to include encouragement to desist from negative behaviour and to refocus on adopting a positive attitude to learning and demonstrating positive behaviour. If the negative behaviour continues up to three verbal warnings will be issued by the adult and on the third warning the child will be instructed to place themselves on blue. This indicates that they are no longer following our Good to be Green class and whole school behaviour policy
- If their behaviour continues to disrupt learning the children will (following further instruction from the adult) place themselves on yellow. This indicates that they are moving further away from staying on green and are moving further towards red
- If a child reaches red they will go to a partner class for 10 minutes reflection time. A red reflection sheet is to be completed by the child. They are also to complete any work from that lesson in a given time at the discretion of the class teacher in order for the learning to be completed. The reflection sheet must be discussed with the child afterwards and the child supported to understand the wrong choice they made as well as being told how to make better choices in future. This may occur at playtime or at another appropriate time

Red cards:

- If a child receives **two reds in a day** then they will be sent to another class to work for a fixed period of time
- If a child receives **three reds in a week** then their parents will receive a letter home to inform them that their child will be monitored for the next two weeks to ensure that behaviour improves
- If no improvement is seen, the parents will be invited in to meet with the Headteacher or Deputy Head and next steps will be discussed

- If the incident is deemed to be serious, for example fighting, then they will be removed from the playground and sent to the reflection room with a member of SLT and will miss part or all of their playtime. Parents will always be notified of any fighting
- If persistent poor behaviour occurs or extreme incidents, a fixed term exclusion may be issued. In some instances a permanent exclusion may be the next step.
- If the incident occurs during a playtime, the child will be sent to the red timeout zones to reflect on their behaviour for a fixed period of time.

### **Children are instantly sent to Leadership for:**

Any incidents where pupils or adults are abused verbally or physically linked to race, religion, gender, sexuality or disability will be dealt with directly by the Headteacher or SLT. Parents will be called in for a meeting and sanctions including exclusions may be used. Repeat incidents will result in exclusion and could lead to permanent exclusion.

Behaviour such as: biting; leaving a mark on the body; swearing at an adult will be dealt with by SLT. The parent or carer may then be telephoned to discuss the incident or a letter is sent home by the Senior Leadership Team informing parents/carers and asking them to discuss the matter with their child. In some circumstances parents are requested to make an appointment with a member of Leadership to discuss their child's behaviour.

To address inappropriate/disruptive behaviour a member of the Leadership Team may:

- Discuss difficulties with the child
- Write to the parents/carers informing them of the difficulties, this may include an invitation to meet with a member of the leadership  
Write to the parents/carers stating that their child may not come into school unless accompanied by an adult to help them resolve the problem
- Exclude the child for a fixed term
- Exclude the child permanently

Copies of all letters sent home will be kept in a file in the office. These letters are to be kept separately for pupil records unless they are to be used as part of SEN or exclusion procedures.

### **Bullying**

At George Tomlinson Primary School we take allegations of bullying very seriously. We define bullying as when someone is persistently being verbally, physically or emotionally abused. All children should understand that bullying is unacceptable. This is mainly done through circle time, assemblies, school council and PHSE lessons.

- We aim to help children develop their skills in conflict resolution
- However, if a child is bullied we ask them to always tell an adult in school
- When an incident of bullying occurs we will always follow the disciplinary procedure
- Each year children from year 1-6 will be asked to do a Bully Buster Survey. We do this in order to support and identify any area of need and enhance school practice
- We aim to ensure pupils are aware of cyber bullying and how to deal with it

## **Links with other Policies**

The Behaviour Policy is closely linked to the schools Code of Conduct, the Home School Agreement, the Anti-Bullying Policy, the Exclusion Policy and the Teaching and Learning Policy. All policies are underpinned by the Equal Opportunities Policy. They are monitored regularly by the leadership team and governing body.

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