

Stoke Gabriel Primary School – Our Positive Behaviour Approach

At Stoke Gabriel Primary School, we want our children to become resilient, positive, articulate young people who are able to make well informed life choices. We believe our positive behaviour approach will support children to be happy, behave well, and learn effectively in school. Our expectations of behaviour are reflected in our school values of Community, Character, Courage and Creativity.

The School Rules

We have three simple school rules that underpin all we do. In the classroom and assemblies we regularly discuss these and ensure all children know them and more importantly know what they mean.

- *We are ready*
- *We are respectful*
- *We are safe.*

When a child misbehaves, we often ask them to reflect on these. We then discuss ways to avoid this happening again.

Rewards

We always try to promote the positive and good behaviour of all the children. We have a number of reward systems happening within each class. Teachers may choose to use stickers, Dojo/House Points, star pupil awards, marbles in the jar etc. Each week the school has a Celebration Assembly to celebrate great learning and behaviour with certificates. At the end of each term we celebrate the school team with the most points awarded.

Helping Children to Behave Well

We support our children to behave well through

- Consistent classroom routines, approaches and boundaries
- Positive relationships
- Ensuring our support is age appropriate
- Praise and encouragement
- Providing the opportunity to work with a different person or in a different space.
- Fostering of self-esteem
- Teaching the skills of conflict resolution and group work
- High quality teaching – challenging and engaging learning activities
- Appropriate and relevant learning opportunities
- Quality and access to learning environment
- Access to water and fresh air
- Giving short breaks in lessons for “brain breaks” where appropriate
- Use of the PACE technique (Dan Hughes)

*PLACE stands for Playfulness, Loving, Acceptance, Curiosity and Empathy.
These principles help to promote the experience of safety in your interactions with young people. Children need to feel that you have connected with the emotional part of their brain before they can engage the thoughtful, articulate, problem solving areas.*

The Attach Team, Oxfordshire Council.

Stages of behaviour support and intervention

<p><u>Reminder about expected behaviour</u></p>	<p>Approach any inappropriate behaviour with a request to stop and a brief explanation of why that request was made. For example: <i>“Derek, could you please stop kicking the chair in front of you because it is making it difficult for everyone to concentrate?”</i>. Discussion about showing respect and highlighting positives when seen will support de-escalation. It may be suitable to repeat this stage.</p>
<p><u>Caution</u></p>	<p>Any repetition of the same or similar behaviour will result in a caution and a discussion about next steps should this continue. Children will be reminded of the right choices.</p>
<p><u>Reflection time</u></p> <p><i>This and any further steps may be used before a caution if the behaviour is unsafe or has escalated quickly.</i></p>	<p>After not responding positively to the caution he/she has been given, the child’s name will be recorded on the teacher’s desk as a reminder to follow this up restoratively at break time – SLT may be called if appropriate. If this occurs at breaktime then a member of SLT will be called for to lead the reflection time. The child will be asked to sit and reflect with the member of staff. Staff will facilitate calming down time and talk to the child about making the right choices about his/her behaviour in the future. Staff may need to have an informal chat with parents if appropriate at which point a behaviour log should be completed and this will be sent to the Academy Head.</p>
<p><u>Senior Leadership support</u></p>	<p>If the behaviour continues the child will talk to the Academy Head and they shall look at this issue together. The child’s parents will be contacted to discuss the concern and look for ways that parents can support the school and child with the behaviour over an agreed period of time.</p>
<p><u>Behaviour Plan</u></p>	<p>If there is no noticeable improvement in behaviour over an agreed period of time following the initial contact with parents, the Academy Head (AH) will then contact the parents inviting them to a meeting to discuss their child’s behaviour and will write a bespoke Behaviour Plan. This meeting will be with the AH, class teacher, parents and, if appropriate, the pupil and SENDCo. The school may seek support at this point from the Inclusion Hub, Early Help or MAST.</p>
<p><u>Further action</u></p>	<p>If there is no improvement in behaviour, then a fixed-term exclusion may be made. This is a serious step and one that will only be made if every effort has been made to support the child in changing his/her behaviour.</p> <p>If on return from a fixed-term exclusion, there is no significant improvement and the behaviour continues to disrupt other pupils’ learning or compromises safety, then an application for a managed move or permanent exclusion may be made.</p>

*Teachers (in consultation with the AH) may move to a higher stage in the warning sequence when dealing with **severe and dangerous behaviour**.*

Some examples of severe and dangerous behaviour include:

- Refusing a reasonable request from any adult
- Rudeness to an adult
- Fighting/hurting other children or adults
- Swearing
- Vandalism
- Leaving the premises without permission
- Stealing
- Possession of harmful or unsafe substances or items.

This is not an exhaustive list.

We approach behaviour in a fair, consistent and immediate way.