



**Gladstone Primary**  
Academy

## Behaviour Policy

**Version:** 1

**Type:** Policy

**Issue Status:**

Date	Version	Comment	Owner
05.07.2018	1	Original document	P Fountain
04.07.2019	2	Updated following introduction of PTL	P Fountain

**Prepared:** Assistant Headteacher 26 June 2019

**Verified:** Headteacher 01 July 2019

**Approved:** Academy Committee 04 July 2019

**Review Date:** 4<sup>th</sup> July 2020

### **At Gladstone Primary Academy we believe:**

That positive behaviour is developed through a culture of consistency and clear expectations. Adults are a visible model for the children. We celebrate children that go above and beyond our 4 simple school rules and recognise when our children have improved their behaviour. When address negative behaviour consistently and expect restorative actions. We aim for the children to achieve fame through going above and beyond the school rules, not by being those that do not follow the rules.

We understand that positive behaviour is built upon positive relationships. Positive relationships cannot be fast-tracked but are built up in the way that we show children that we care. All staff will demonstrate a 'deliberate botheredness'. This is seen throughout the school day but does not stop at break times and the end of the last lesson.

### **Our Behaviour Policy is built upon five pillars:**

Consistent Calm adults

First attention to best behaviour

Relentless routines

Scripting difficult interventions

Restorative follow-up

### **The School Rules**

The school rules are used to frame all conversations with children, positive and negative. We encourage parents to use these same rules out of school as well.

1. Show respect
2. Learn well
3. Follow Instructions
4. Be safe

Teacher use a visible whole class reward system for children demonstrating they are following the school rules (for example 100 squares). The children choose what the reward will be.

### **Over and Above recognition**

We recognise and reward children for showing behaviour above and beyond the expected. From each class in Key Stage 1 and Reception and each class in Key Stage 2, one child who has demonstrated above and beyond behaviours will be selected by their class to join the Assistant Head of School for a treat once per week. If no child has demonstrated above and beyond behaviour then no child is selected to ensure that this is not devalued. Children that

go above and beyond are shared with other adults so that they can comment upon this to the child the next time that they see them.

### **Visible consistencies**

Visible consistencies are demonstrated by all members of staff. This provides the pupils with a clear message that all adults value this behaviour. Visible consistencies will increase in number as previous foci become consistent but should focus on the most important aspects of behaviour and not become an exhaustive list.

1. **Meet and Greet.** All children will be greeted at the door by their class teacher and offered a formal hand shake to welcome them to their learning.
2. **Clear Corridors.** Coats and bags are hung on pegs and not left on the floor. Nobody walks past an item that is on the floor
3. **Wonderful walking.** We are proud of our school and when we walk through the buildings we hold our heads up so that we can see the wonderful learning environment. We walk on the left hand side of corridors and stairs. We walk one behind another with our hands by our sides. There is no unnecessary talking.

Establishing relentless routines are used to clearly establish expectations. Children like repetition. Repeated routines help children to feel safe.

1. All staff apply the routine
2. Children are asked to say the routine out loud before doing the routine
3. The routine is displayed in the classroom until the routine has become established

The Academy will focus on one relentless routine at a time. The process that will develop the routine will be:

1. What will we always say?
2. What order will we say it in?
3. How will we make it encouraging and affirmative?
4. What will we use to punctuate the routine (gesture, positioning, vocal tone, music)?
5. How will we teach/re-teach the routine to make sure that it is productive?
6. What will it look like when it works perfectly?
7. What will the pupils be doing?
8. What will we be doing?

## Learning Behaviours

A Gladstone Primary Academy, our children develop Learning Behaviours which support them taking responsibility for their own actions and achievements. The Learning Behaviours give children the tools to manage and improve their own behaviour. The behaviours are displayed on posters in each classroom. Children are grouped in cooperative teams and points are given for displaying a learning behaviour. Points are recorded by children on a chart on the table, or by placing items in a jar depending on the age of the children. Every team needs to appoint an effective team captain, which is changed weekly. The team captain must be a role model for the team and is the only person allowed to manage and add points to the Team Score Card.

The Team Score Chart must not be kept on the wall during the lesson. The chart does not belong to the teacher. Instead it belongs to the team and is the captain's responsibility.

The teacher awards points, usually between 5 and 2 depending on the speed or quality of the learning behaviour. This also allows team points to be given to multiple teams in at the same time. The teacher is required to be positive and to catch children displaying the positive behaviours. Points are never taken away, as teams have earned them. If a team is not displaying the required learning behaviour then the teacher rewards every other team and explains why they are rewarding them, the teacher will not say anything to the to team(s) who have not received points.

Further guidance is provided in the Core Power Manual.

The Learning Powers are:

- **Active Listening**
- **Teach and Support**
- **Job Done**
- **Everyone Engaged**
- **Explain and Elaborate**

(see appendix 2)

## Classroom Management

A consistent approach to classroom management is achieved through the use of non-verbal signals across the Academy.

These are:

- **Silence** (Hands up in the their)
- **Active Listening** (Cup you ear)
- **Job Done** (Thumbs up and placed on their chest)
- **Teacher turn, your turn** (teachers places own hand on their own chest then gestures with the same hand in the air to the child)
- **1-2-3 Go** (Hold hand in the air, gesture 123 to the children)

Further guidance is provided in the Core Power Manual.

## **Stepped Boundaries**

When learners are struggling, they need support not red lines.

1. Reminder
2. Caution
3. Last chance micro script (may include two minutes at breaktime)
4. Time out
5. Repair

## **Micro-scripts**

Adults will consistently use a micro-script when addressing negative behaviour. The micro-script should not be used before clear and consistent routines have been established within the classroom. Micro-scripts provide certainty, not severity and include a reminder of success in the past.

1. ....I've noticed that .....
2. That's not showing me our rule of .....
3. This is the third time I've spoken to you so I will need to see you for two minutes
4. Do you remember yesterday when you ...that's the behaviour I expect from you.
5. Thank you for listening

If a child turns away, mimics or deliberately ignores, the adult continue to deliver the micro-script.

## **Restorative Questions**

Restorative questions should not be brought in too early (**see Stepped Boundaries**). If a child has been sent out of a classroom then there needs to be a repair. When adults ask restorative questions they listen to the responses, not their own perceptions.

1. What were you thinking at the time?
2. Who was affected?
3. What should we do to put things right?
4. How can we do things differently in the future?

## **Behaviour Plans**

When a child is showing continued negative behaviours (for example continued disruption in class) or a serious behaviour (such as fighting or prejudice) then a class teacher will approach their Year Group Leader to decide if a behaviour plan is required (see appendix 1). Negative behaviours, at this level, are logged on to Integris by the member of staff who addressed the behaviour

Having reviewed the incidents logged on to Integris, if the class teacher and the Year Group Leader agree then a meeting will be held with the class teacher, year group leader, child and parents. The Academy Learning Mentor may also be asked to attend.

A behaviour plan will be completed with clear roles for the child, the parents and the Academy to support the changes in behaviour that are required.

The plan will focus on the key behaviour that needs to change, not an exhaustive list of every misdemeanour.

A copy of the plan will be given to the child (if appropriate), the parents and to members of staff that are supporting actions within the plan.

Where a plan involves withdrawal (for example from the 4G pitch) it will also contain a re-integration plan.

The plan is reviewed after an agreed period of time (usually 6 weeks) or earlier if behaviour deteriorates further).

Upon review the plan will either be closed (negative behaviours that were identified have ceased), continued (there has been some progress but the negative behaviour is still seen) or referred to SLT (there has been an increase or no change in negative behaviour). The member of SLT will usually be the Assistant Head of School for the appropriate site.

Appendix 1

Short term support plan

Pupil Name:

Date of Birth:

Class:

Identified area of need	Date
Assess	
Strengths of pupil:	Behaviour that needs to change:
Plan and Do	
Expected Outcome (with review date)	
Actions to be taken by the child:	
Actions to be taken by the Academy:	Actions to be taken by Parents/Carers:
Agreement to plan by child	
Agreement to plan (Academy)	Agreement to plan (Parents/Carers)
Review	

Review Date	
Observed Impact	
Child's View:	
Academy View:	Parent View:
Next Steps (please tick agreed next steps)	
Plan successful	No further support needed
Plan has partially achieved the outcomes	Continue or amend the current plan
Plan has not achieved the outcomes	Escalate to SLT
Agreement of next steps (child)	
Agreement with next steps (Academy)	Agreement with next steps (Parents/Carers)

Learning Behaviours (from Core Power teaching and Learning Manual)

ACTIVE LISTENING	
Reception Expectations	<ul style="list-style-type: none"> <li>• Looking at the speaker</li> <li>• Body turned towards the speaker</li> <li>• Stopping the activity I was involved in</li> <li>• Zero noise – both hands in the air</li> </ul>
Year 1 Expectations	<ul style="list-style-type: none"> <li>• Looking at the speaker</li> <li>• Body turned towards the speaker</li> <li>• Stopping the activity I was involved in</li> <li>• Zero noise – one hand in the air</li> </ul>
Year 2 Expectations	<ul style="list-style-type: none"> <li>• Looking at the speaker</li> <li>• Body turned towards the speaker</li> <li>• Stopping the activity I was involved in</li> <li>• Zero noise – one hand in the air</li> <li>• Showing listening by basic responses – nodding head, following instructions without repetition</li> </ul>
Year 3/4 Expectations	<ul style="list-style-type: none"> <li>• Looking at the speaker</li> <li>• Body turned towards the speaker</li> <li>• Stopping the activity I was involved in</li> <li>• Zero noise – one hand in the air</li> <li>• Showing listening by basic and higher order responses – nodding head, following instructions without repetition, commenting on information given, paraphrasing</li> </ul>
Year 5/6 Expectations	<ul style="list-style-type: none"> <li>• Looking at the speaker</li> <li>• Body turned towards the speaker</li> <li>• Stopping the activity I was involved in</li> <li>• Zero noise – one hand in the air</li> <li>• Showing listening by basic and higher order responses – nodding head, following instructions without repetition, commenting on information given, paraphrasing to partner, high quality tasks completed which demonstrate active listening</li> </ul>

TEACH AND SUPPORT

Reception Expectations	<ul style="list-style-type: none"> <li>• Basic helpful behaviour towards one another and adults</li> <li>• Helping each other with day to day routines</li> <li>• Basic and well intentioned positive comments to one another and adults</li> <li>• Helpful and supportive behaviour</li> </ul>
Year 1 Expectations	<ul style="list-style-type: none"> <li>• Basic helpful behaviour towards one another and adults</li> <li>• Helping each other with day to day routines</li> <li>• Basic and well intentioned positive comments to one another and adults</li> <li>• Helpful and supportive behaviour</li> <li>• Team captain role model behaviours which encourage the rest of the team to show good learning behaviours</li> <li>• Basic leadership qualities encouraged</li> <li>• Mini-teachers established</li> </ul>
Year 2 Expectations	<ul style="list-style-type: none"> <li>• Basic helpful behaviour towards one another and adults</li> <li>• Helping each other with day to day routines</li> <li>• Basic and well intentioned positive comments to one another and adults</li> <li>• Helpful and supportive behaviour</li> <li>• Team captain role model behaviours which encourage the rest of the team to show good learning behaviours</li> <li>• Leadership qualities modelled, recognised and rewarded</li> <li>• Mini-teachers established and quality of explanation modelled</li> </ul>
Year 3/4 Expectations	<ul style="list-style-type: none"> <li>• Basic and well intentioned positive comments towards one another and adults perhaps about their work produced, their smart appearance etc</li> <li>• Helpful and supportive behaviour</li> <li>• Team captain role model behaviours which encourage the rest of the team to show good learning behaviours</li> <li>• Leadership qualities modelled, recognised and rewarded</li> <li>• Mini-teachers established. Quality of explanation modelled and reviewed. Children who provide high quality explanations only.</li> </ul>
Year 5/6 Expectations	<ul style="list-style-type: none"> <li>• Basic and well intentioned positive comments towards one another and adults perhaps about their work produced, their smart appearance etc</li> <li>• Helpful and supportive behaviour</li> <li>• Team captain role model behaviours which encourage the rest of the team to show good learning behaviours</li> <li>• Leadership qualities modelled, recognised and rewarded</li> <li>• Mini-teachers established. Quality of explanation modelled and reviewed. Children who provide high quality explanations only. Mini-teacher badge only awarded to children who provide adult like full and accurate explanations.</li> </ul>

JOB DONE	
Reception Expectations	<ul style="list-style-type: none"> <li>• Completion of any instruction or task</li> </ul>
Year 1 Expectations	<ul style="list-style-type: none"> <li>• Completion of any instruction or task</li> <li>• The quality of the completed task/activity/discussion begins to be commented on when the number of points for Job Done are awarded</li> </ul>
Year 2 Expectations	<ul style="list-style-type: none"> <li>• Completion of any instruction or task</li> <li>• The quality of the completed task/activity/discussion is reflected in the number of points for Job Done are awarded</li> <li>• Teams that complete a task to a higher quality receive higher job done points</li> </ul>
Year 3/4 Expectations	<ul style="list-style-type: none"> <li>• Completion of any instruction or task</li> <li>• The quality of the completed task/activity/discussion is reflected in the number of points for Job Done are awarded</li> <li>• Teams that complete a task to a highest quality receive higher job done points</li> </ul>
Year 5/6 Expectations	<ul style="list-style-type: none"> <li>• Completion of any instruction or task</li> <li>• The quality of the completed task/activity/discussion is reflected in the number of points for Job Done are awarded</li> <li>• Teams that complete a task to a highest quality receive higher job done points</li> </ul>

EVERYONE ENGAGED

Reception Expectations	<ul style="list-style-type: none"> <li>• Individual children are fully engaged in what they have been asked to do</li> </ul>
Year 1 Expectations	<ul style="list-style-type: none"> <li>• Individual children are fully engaged in what they have been asked to do</li> <li>• Partner are both fully engaged</li> <li>• All members of the team are fully engaged</li> </ul>
Year 2 Expectations	<ul style="list-style-type: none"> <li>• All members of the team are fully engaged</li> <li>• Their engagement can be seen</li> </ul>
Year 3/4 Expectations	<ul style="list-style-type: none"> <li>• All members of the team are fully engaged</li> <li>• Team engagement looks like engagement – all children writing/talking/involved in the task</li> </ul>
Year 5/6 Expectations	<ul style="list-style-type: none"> <li>• All members of the team are fully engaged</li> <li>• Team engagement looks like engagement – all children writing/talking/involved in the task</li> </ul>

EXPLAIN AND ELABORATE	
Reception Expectations	<ul style="list-style-type: none"> <li>• Individual children try to explain their ideas in a basic sentence when given a sentence stem by the adult</li> <li>• Explanations demonstrate fullness (content) and basic grammar (sense)</li> </ul>
Year 1 Expectations	<ul style="list-style-type: none"> <li>• Individual children try to explain their ideas in a basic sentence when given a sentence stem by the adult</li> <li>• Explanations demonstrate fullness (content) and basic grammar (sense)</li> <li>• Children begin to speak in sentences to each other</li> </ul>
Year 2 Expectations	<ul style="list-style-type: none"> <li>• Individual children try to explain their ideas in a sentence independently or when given a sentence stem by the adult</li> <li>• Explanations demonstrate fullness (content) and basic grammar (sense)</li> <li>• Children to speak in sentences to each other</li> </ul>
Year 3/4 Expectations	<ul style="list-style-type: none"> <li>• Individual children try to explain their ideas in an ambitious sentence independently or when given an ambitious sentence stem by the adult</li> <li>• Explanations demonstrate fullness (content) and basic grammar (sense)</li> <li>• Children to speak in ambitious sentences to each other</li> </ul>
Year 5/6 Expectations	<ul style="list-style-type: none"> <li>• Individual children try to explain their ideas in an ambitious sentence independently or when given an ambitious sentence stem by the adult</li> <li>• Explanations demonstrate fullness (content) and basic grammar (sense)</li> <li>• Children to speak in ambitious sentences to each other</li> <li>• Children talk in 'show me' sentences</li> </ul>