



Gagle Brook behaviour principles

School Name: Gagle Brook

Version No: 1

Author: D Price

Owner: D Price

Approved by: D Price

Ratified date: 1/9/20

Interim review date: n/a

Next review date: 1/9/21

Overview

At Gagle Brook we follow our core vision of **caring about our learning, each other and the world around us**. By following this, as adults and children, we can ensure a positive learning environment where we support others and achieve our collective and individual goals. We have high expectations of everyone within our school and believe that the intrinsic feeling of pride in a job well done is key to striving for more. We also understand that challenges will come our way and a growth mindset is key to meeting those challenges head on and finding solutions we may not have considered previously. Throughout all of this the expectations of behaviour of everyone at Gagle Brook are of the highest order and if we care about our learning, each other and the world around us this will be shown in our positive behaviour and attitude.

Aims

- To create a culture of exceptionally good behaviour: for learning, for community and for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships
- To support learners to make the right behavioural choices
- To help learners understand their behaviour and be responsible for the consequences of it
- To build a community which values kindness, care, good humour, obedience and empathy for others
- To promote wider community through improved relationships within and outside school
- To ensure that excellent behaviour is a minimum expectation for all

Code of Conduct

- All children and adults are expected to support the school values
- Children are expected to be polite and have good manners (**STEP** - Saying a simple: Thank You, Excuse Me, Please)
- Children are encouraged to be proud to belong to Gagle Brook School and always be ready to learn with the correct equipment and uniform
- Children should always walk around the school sensibly and be mindful of others
- Physical violence is not acceptable, neither is retaliation
- Inappropriate language must not be used
- Children are expected to be punctual

Values and One Planet principles

We believe in core values to promote the caring attitude towards our work and others these are taught, followed and celebrated within school and should be the common thread and language that all children and staff can follow. In combination with our values we learn about and embrace the ten One Planet principles as the core of our curriculum and basis for being an eco school. The Values and Principles we celebrate are:

Values	One Planet Principles
<ul style="list-style-type: none">• Happiness• Respect• Trust• Co-operation• Resilience• Honesty	<ul style="list-style-type: none">• Health & happiness• Equity & local economy• Culture & community• Land use & wildlife• Sustainable water• Local & sustainable food• Sustainable materials• Sustainable transport• Zero waste• Zero carbon

Positive behaviour

We seek to promote, acknowledge and celebrate positive behaviour within our school through our teaching, adult and child behaviour and processes within school

All staff are expected to apply the rewards and sanctions in a consistent manner. All staff are also expected to model the behaviour we expect to see in our children and in particular to address children courteously and with respect and avoid escalating situations by shouting and failing to listen.

All staff will:

- Model the behaviour we expect to see
- Use the consistent language of we care about our learning, each other, the world around us
- Remain calm in approaching undesired behaviour offering children the opportunity and assistance to find a way to achieve their goal and support them in this to de-escalate any situation
- Acknowledge positive behaviours to reinforce the message of positive learning environments
- Spend time thinking through and reflecting on situations where behaviour was not appropriate (see below)

Understanding the school vision and values

Each teacher will lead a discussion about the vision, values and principles with the children at the beginning of the school year / term. This will be frequently revisited and discussed with modelling and teaching as to what it means, how it can be demonstrated and why it is important. The purpose of this discussion is to ensure that all children and adults in the classroom have a common, clear understanding of these rules and what they 'look like' in practice.

Care about our learning	<ul style="list-style-type: none"> • Do our best • Listen to our teachers and others • If we are instructed to do something we will do it to the best of our ability • Work carefully and diligently • Ask questions and listen carefully to others' questions • Be polite and courteous at all times • Strive to reach our ambitious goals • Know it's ok to fail – we can't do it yet! • Understand we want our work to look and be the best it can be – editing and improving is important • Come in to class silently and sensibly
Care about each other	<ul style="list-style-type: none"> • Help each other to achieve our respective goals • Support others if they are struggling • Work with others co-operatively to learn from each other • Be kind to each other at all times • Be honest • Be polite and courteous – Saying Thank you, Excuse me, Please • Celebrate others' successes • Know we are an integral part of a team
Care about the world around us	<ul style="list-style-type: none"> • Look after resources within school and treat with respect (books, equipment, learning tools – both inside and outside) • Care for the natural environment outside • Avoid wasting materials (including water, paper, stationery) • Recycle and reuse as much as possible • Show interest in the natural world and explore with care and enthusiasm

Positive playtimes / behaviour ambassadors

We expected all children to adhere to the vision and values and behave appropriately. We use the Diana Foundation for positive behaviour ambassadors to help support our positive playtime approach and support other children to help address conflicts / bring to the attention of adults, buddy children up and support the overall message of care within the school grounds and day.

The positive playtime approach ensures that children have a variety of activities available to them, with more active or reflective opportunities depending on their preference. As a growing school, this helps ensure calm break times and support all children with their behaviour through the school day.

Rewards and sanctions

Teachers will regularly give verbal praise to children to encourage them to continue to strive for excellence and push them on in their learning.

We believe in intrinsic reward of pride and self-worth as much as possible within school but we do also want to acknowledge positive behaviours and attitudes that go the extra mile in terms of our core vision and values. We also believe that experiences rather than items such as stickers, certificates and stationary is more valued and valuable and builds both collective appreciation, cultural capital and can be more memorable.

Good behaviour is an expectation so in and of itself is not rewarded. We do use the Dojo points system for teachers to acknowledge the positive behaviours and values we are celebrating when a child is going above and beyond and these points are then used for recognition in our celebration assembly on a Friday. Those recognised in the celebration assembly are given the opportunity to experience activities such as:

- Top Table (Lunch or afternoon tea with a member of staff at a special table with flowers and tablecloth)
- Visits to the local park
- Hot chocolate time
- Cooking experiences in the school kitchen
- Special arts and crafts activities

Restorative approach

All teachers will encourage and support children to achieve their full potential and complete tasks that are set, which should be both challenging but achievable. It is right that children should grapple with complex areas of learning, but some children can find this difficult to understand and manage. We teach the children about the growth mindset concept and the value of “I can’t do it YET” so that they know that it’s ok to find something challenging, fail at a first (or second) attempt and have to try a different approach or grapple for longer.

However children may, at times, struggle to focus on a task and find they distract themselves or others and behave in a way that is not in line with our expectations, vision and values. Teachers will follow the approach below to support them to return to their learning in a positive way, as soon as possible:

1) Redirection	Gentle encouragement, a ‘nudge’ in the right direction, small act of kindness
2) Reminder	A reminder of the task and offer of support: “Do you understand what you need to do or shall we discuss together?” or “I can see you’re not completing the task set, can I / a partner / someone help you?” or “What do you need to complete the task that was discussed?” De-escalate and decelerate where reasonable and possible and take the initiative to keep things positive at this stage.
3) Caution	See Level 2 behaviours. Acknowledge that the child has made the choice not to complete the task or act in a way you have expected. Using a similar script to (2) remind them of the principle of showing they care about their learning, each other, the world around us and explain that they need to do that. Remain calm and positive. Do not use “or else....”
4) Time out	If a teacher feels that, alongside a caution, the child may benefit from some time away to reflect and come back to their task, they can give the child time in a partner class (subject to class bubbles) or in a safe space within the class. Giving them the opportunity to be calm should be done with the clear expectation that they will come back to the task (within a timeframe – timers can be useful) and be supported to do so. “If you would like some quiet time before you come back to complete the task and that will help you, then please do.”
5) Thinking time	See Level 3 behaviours. Explain that because they have chosen to not act appropriately it is important they understand the consequences of their actions. Use the thinking time sheet with the child (at break or lunch as soon as possible after incident) so they can reflect on their actions. This is the opportunity for the child to discuss with the Teacher / Teaching Partner how they felt, acted, why that may be, who else was affected and how they could have acted differently. These are recorded by the school office and logged with Pupil Asset.
6) Parental contact	Continued Level 3 behaviours or Level 4 behaviours will involve the Principal and parents to discuss the incident(s) and put in place a 2 week plan to assess and review along with steps to encourage an improvement and support parents to be consistent with expectation at home.

Sanctions for serious behaviour (continued Level 3 behaviour or Level 4) will follow the steps above and may include:

- A teacher's immediate use of step 4 (time out of class) or 5 (thinking time) of the Sanctions Ladder
- A verbal warning by the Principal as to future conduct
- Withdrawal from the classroom for the rest of the day
- Communication with parents informing them of the problem
- A meeting with parents, and a warning given about the next stage unless there is an improvement in the child's behaviour
- If the problem is severe or recurring, then exclusion procedures may be implemented. WHF /
- Oxfordshire County Council guidelines will be followed. Parents have the right of appeal to the Governing Body against any decision to exclude.
- A case conference involving parents and support agencies
- Extreme situations of serious behaviour may result in children moving more quickly to the Principal being involved.

Bullying in any form is unacceptable and will be treated in line with Level 3 behaviours and the anti-bullying policy on the school website. This may involve the Safeguarding lead and other external agencies.

Monitoring

In order to help monitor the effectiveness of the Behaviour Policy we will review the application of the behaviour policy through observations and the scrutiny of behaviour logs.

Review

The governing body reviews this policy every three years. They governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

In summary, after attending Gagle Brook School we would like our children to be literate and numerate, having a degree of independence and an awareness of and show compassion towards others and a sense of their own worth, to care about their learning, others and the world around them.

At Gagle Brook we **care** about our learning, each other and the world around us

_____, you have been asked by _____ (member of staff) to fill in this thinking form

Why did I behave like this?

What I was feeling

What had happened just before

What I wanted to happen

What did I do or say?

[Large empty box for writing actions]

Consequences of my behaviour

How do I feel now?

How has my behaviour affected others?

Other consequences.

What could I have done better?



How can I make things right?

Next steps/actions taken:

Date:

Name:

Levels of Behaviours

Level 1	Level 2	Level 3	Level 4
<p>Behaviour that shows we care:</p> <ul style="list-style-type: none"> ○ Believes in herself/himself ○ Looks forward to learning ○ Listens to the teacher and other people in the class ○ Tells the truth ○ Never gives up and says 'I can't do it' ○ Thinks hard ○ Keeps healthy ○ Gets enough sleep ○ Comes to school everyday ○ Works well with other people ○ Focuses on their learning ○ Never stops trying ○ Concentrates well ○ Helps other people ○ Follows the code of conduct, class and playtime rules ○ Has the courage to have a go ○ Asks questions ○ Cares about other people 	<ul style="list-style-type: none"> ○ Infringement of playground and class rules ○ Disregarding instructions ○ Speaking out of turn ○ Minor bad language – spontaneous swearing, insulting or rude remarks ○ Disrupting/distracting another child leading to non-completion of tasks ○ Unsafe movement around the classroom/school e.g. running in corridor ○ Unsafe use of property/resources causing damage ○ Insensitivity to others ○ Telling lies/getting others into trouble ○ Rough play ○ 	<ul style="list-style-type: none"> ○ Persistent Level 2 behaviours e.g. ○ Persistent infringement of class or playground rules ○ Persistently not taking notice of instructions ○ Persistently telling lies/getting others into trouble/name calling ○ Deliberate use of language to hurt others (includes verbal and written abuse) ○ Deliberate destruction of another child's work or school property <p>Also</p> <ul style="list-style-type: none"> ○ Bullying behaviours ○ Answering back/shouting out excessively ○ Refusal to work or cooperate ○ Stealing/intent to steal ○ Isolated acts of violence – kicking, thumping, biting etc. ○ Threatening behaviour ○ Working or playing in an unsafe manner ○ Outburst of anger but pupil regains composure ○ Provocation 	<p>Persistent Level 3 behaviours e.g.</p> <ul style="list-style-type: none"> ○ <i>Deliberate coughing / spitting in face of others (Covid-19)</i> ○ Bad language (includes verbal abuse) ○ Defiance ○ Stealing/intent to steal ○ Vandalism of school building or property ○ Dangerous behaviours which put themselves or others at risk of harm ○ Persistent refusal to obey instructions ○ Persistent repeated and deliberate incidents of bullying ○ Persistent major disruption of class activity <p>Also</p> <ul style="list-style-type: none"> ○ If behaviour improvement plan has not worked ○ Leaving learning environment without consent ○ Violent hitting/kicking/fighting – causing deliberate injury ○ Aggressively threatening behaviour towards staff/parents/pupils
<p>Those who go above and beyond are congratulated and celebrated through class teacher actions, Dojo and Assemblies</p>	<p>Class teacher speaks to child and reminds them of School values and finds solution. Time out with partner / in class can be used.</p>	<p>Thinking time and completion of thinking time form (when completed sent to office)</p>	<p>Meeting and discussion with parents about next steps</p>

