

Behaviour Policy Gilberdyke Primary School Specific Information

APPENDICES – Individual to our school

APPENDIX A : Our Code of Behaviour – The Gilberdyke Guide

Our Code of Behaviour is underpinned by a set of clear values:



OUR CODE/COMMUNITY EXPECTATIONS: The Gilberdyke Guide

At Gilberdyke, we:



We believe that positive, effective relationships between adults and pupil underpin good behaviour. Both children and adults are expected to model good behaviour and take an active role in reviewing behaviour in their own community. Everybody is responsible for their own actions and the choices they make. Children and adults are held accountable for the choices that they make through the use of restorative circles and conferences. The use of affective statements should be visible and modelled by all members of staff and pupils. Restorative circles are encouraged as the first point of call and can be instigated by children and adults.

APPENDIX B : REWARDS AND CONSEQUENCES

REWARDS –

The aim of rewards is to encourage good behaviour. They need to be appropriate in level to the needs of the pupils. These may include;

- Verbal praise
- House points
- Golden acorns
- Core value certificates/Worker of the Week in praise assembly
- Stickers and stamps
- Visit to another class/teacher, senior leader/Head for reward sticker
- Phone call to parent
- Postcards sent home
- Additional or extended break times

CONSEQUENCES –

The aim of sanctions is to balance the system of reward. They should give clear signals to pupils about the consequences of inappropriate behaviour. These may include;

- Spending time 'Repairing Harm' e.g. cleaning up de-faced equipment/putting classroom back in order/repairing broken resources
- Completing work missed due to behaviour in their own time
- Exclusion from their class community (often until a restorative circle can take place)
- Missing breaks or part of the lunch hour

APPENDIX C: INDIVIDUAL SCHOOL SYSTEMS FOR DEALING WITH LOW LEVEL INAPPROPRIATE BEHAVIOUR

- An initial warning will be given together with an explanation as to why the behaviour is unacceptable (including the impact on others)
- A child may be moved to a separate desk/space within the classroom
- A child may be removed from the classroom for a specific period of time
- Any work missed will need to be completed during break/lunchtime
- Parents/carers will be informed as appropriate – regular update meetings between home and school will be timetabled
- If a child needs individual behaviour targets, these will be agreed and monitored (involving the child at each stage)
- Individual Behaviour plans will be in place as required