

# Great Sankey Primary School



## Positive Behaviour Policy

*"Every child deserves a champion: an adult who never gives up on them, who understands the power of connection and insists they become the best they can possibly be." Rita Pierson.*

Version	Date	Action
1	January 2014	New Document, approved by Governing Body Spring 14
2	November 2015	Agreed at Autumn 2015 Governing Body
3	July 2016 for September 2016	Agreed Summer 2016 Governing Body meeting for implementation September 2016
4	September 2017	Agreed by Governing Body Summer 2017.
5	September 2018	Agreed for September 2018
6	September 2019	Agreed for September 2019
7	September 2020	Updated with COVID-19 response (red) and 'When the Adult Change, Everything Changes.' <i>This policy is to be read in conjunction with the COVID addendum</i>
8	September 2021	Updated with KCSIE 2021 changes implemented
9	September 2022	Updated with KCSIE 2022 changes implemented
10	September 2023	Updated to include changes to school values and KCSIE 23 changes
11	September 2024	Reviewed and no amendments required
12	January 2025	Policy reviewed and rewritten in light of staff consultation and review of whole school approaches.

*NB: The Positive Behaviour Management Policy is monitored on a regular basis by class teachers and the Senior Leadership team (SLT). The Headteacher completes a termly review of all behaviours in order to report to staff and governors. The school runs a house point system which allows teachers and SLT to monitor the frequency and occurrences of both positive and negative behaviour. This serves as an active tool to support teachers in their feedback to parents, It enables the school to keep a track on individual children and the strategies that have been put in place. The SENDco may also access this information to support IEP and Behaviour Reviews.*

Great Sankey Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

### **Visions and values**

At Great Sankey Primary we understand the importance of a strong relationship between families and school, working together to give the very best experiences and education to every child. We aim to build on the important foundations already provided by parents and carers as the children's first educator and carer. School will support and provide many new, exciting opportunities for your child to learn in and ensure that it is done in a safe and stimulating environment. We will always communicate positively and constructively, and we ask you do the same with us, so together your child will receive the very best school experience.

Our vision remains rooted in our school motto,

***'Together We Learn and Grow.'***

as well as in our school values of 'Honesty, Acceptance, Resilience, Responsibility and Kindness'. We believe that children will only thrive in an environment in which they are happy, secure and challenged: happy in the knowledge that they are treated with respect and valued for their own unique traits and achievements; secure because school is a safe place in which staff care for them; and challenged to achieve their very best.

We have expectations of ourselves and every child in our care. Through high standards of behaviour and exciting, relevant and interesting learning experiences, we endeavour to enable every child to reach their potential. Our learning community allows children to become resilient, self-confident and independent learners that recognise their responsibility within society.



**Our GSP Code of Conduct is designed to promote positive behaviour, and will:**

- Communicate to pupils what good behaviour means and why it is important
- Reward positive behaviour so that it is recognised and valued by our school community
- Establish clear sanctions to be used because of unacceptable and persistent behaviour
- Match the curriculum to the needs of all children

## What are our aims?

- To nurture a warm and mutually respectful relationship between adults and children in a calm, purposeful atmosphere, where children feel safe and valued
- To foster mutual respect
- To provide an excellent primary school education for all children to allow them to become independent, confident citizens within the community
- To encourage self-discipline so that each child learns to accept responsibility for their own behaviour.
- To create a learning environment in which children are enabled to attain the highest standards of which they are capable, through the recognition of individual needs, irrespective of gender, disability, identity, culture or ethnicity
- To provide a sense of community by working in partnership with parents and other members of the wider community of Great Sankey Primary
- To approach and promote behaviour in a positive manner
- To ensure our pupils are polite, happy and considerate of others' feelings
- To encourage our pupils to respect their own and others' property

## Promoting positive behaviour

Our school reward system (Appendix 1) is designed to encourage and celebrate both individual and collective responsibility amongst our pupils. We have consistently high expectations of all our pupils and their attitudes to learning and all are equally challenged. Good behaviour should be reported to parents (verbally or through reports) and we ask that all stakeholders live and breathe the school's golden rules.

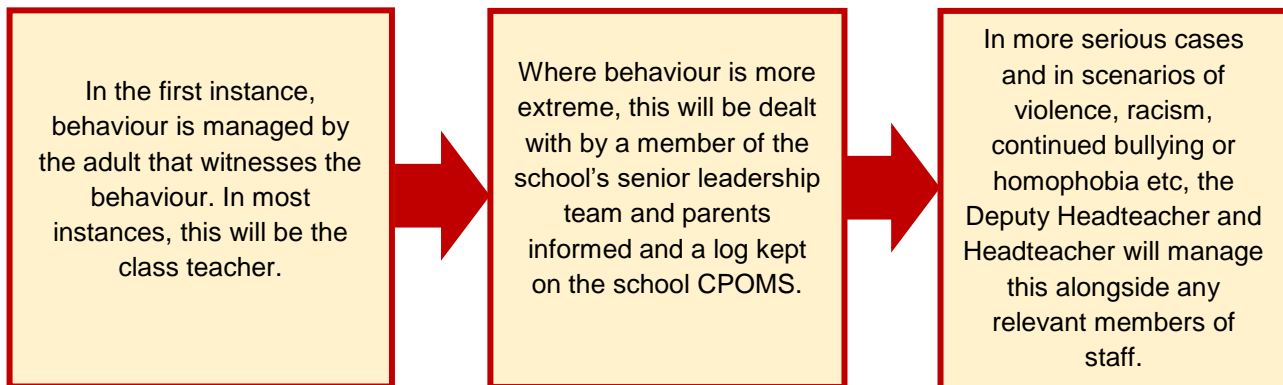


Every pupil is rewarded for effort, achievement and good behaviour. We celebrate their attitudes to learning, within the range of their own ability. House points are awarded to pupils who show effort, achievement and have a resilient attitude towards their learning. They are also awarded to pupils who demonstrate our school values and are a good citizen in school. Children receive house points for being kind and caring to others in school. They receive them for good listening skills, attitudes, working successfully as a team and being respectful to others. Children can earn them individually or as part of a group or class.

## **Sanctions**

Good behaviour management starts with the principles of good classroom management strategies and a consistent approach through our 'GSP Silent Signals' (Appendix 3) are used across the school. Children who do not behave appropriately in class, fail to show a caring attitude, or show lack of respect must realise that the school does not accept or tolerate such behaviour. Discipline is fair and firm; the school's Positive Behaviour Policy should be enforced rigorously by all.

A range of sanctions and procedures to resolve discipline problems may be used (Appendix 1). Staff should exercise their professional judgement within the context of the strategies and procedures of the school's Positive Behaviour Policy and seek support from the school's senior leadership team and parents where appropriate. Support is available should it be needed and staff and parent / carers should feel confident that once the problem is referred, appropriate action will be taken.



Staff have an acute awareness that the smallest throwaway comment can impact on a child for a significant amount of time. Staff follow the '30 second intervention' (taken from 'When the Adults Change, Everything Changes.')

This is not driven by punishment but is designed to leave the child thinking about their actions and knowing that someone important to them believes they are better than the behaviour they are displaying. At the pivotal point of behaviour management staff can implement this technique to address difficult behaviour whilst maintaining the relationship with the child.

## **Bullying**

Bullying is the **persistent** desire to hurt others and can be verbal, mental or physical. This includes online bullying, prejudice-based and discriminatory bullying. At Great Sankey Primary we are keen to identify early signs of bullying and children are encouraged to tell a member of staff, a parent or friend. Important messages and learning are promoted to all children through the PSHE and RSHE curriculum as well as through assemblies and our core school values and British Values.

We regard bullying very seriously and will always do our very best to ensure that all instances are properly dealt with. We aim to provide a protective ethos with preventative work in our Personal, Social, Health and Economics Education. We listen carefully to any concerns and encourage everyone to let us know of any bullying behaviour. We support children who may have been bullied and try to ensure they feel safe; respond to all instances of bullying informing parents of both parties and work with everyone involved to change bullying behaviour.

Appropriate action is taken to deal with any bullying incidents to help all parties involved. The role of parents is important in reducing any incidents of bullying. GSP has a separate Anti-Bullying Policy to supplement this Positive Behaviour Management Policy.

In addition, any serious behaviours that would affect any child's health and safety are dealt with swiftly and according to the guidance outlined in the Sanctions Framework.

## **Child on Child Abuse:**

Please note that this is linked directly to our Safeguarding policy and procedure and links to the list of behaviours that count as peer-on-peer abuse in the **Keeping Children Safe in Education (KCSIE) 2024 document for schools and colleges**. Children can abuse other children. This is generally referred to as child-on-child abuse. Child on child abuse can take many forms. This can include (but is not limited to) bullying (including online bullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

All staff are trained to recognise that children are capable of abusing their peers and all incidents should be recorded appropriately- as child-on-child abuse- not just a behaviour incident.

The school has a number of procedures in place to minimise the risk of child-on-child abuse and any allegations made by pupils, parents or carers are taken very seriously, will be investigated and dealt with accordingly. The risk assessment will inform whether the school needs to:

- Manage the incident internally
- Refer to Early Help
- Refer to Children's Social Care
- Report to the police

We recognise that abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up." The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Any sexually inappropriate behaviour will not be tolerated, and ALL pupils involved will be supported and listened to. The alleged perpetrator(s) will be offered support so that they can change their behaviour. We acknowledge that all child-on-child abuse is unacceptable and will be taken seriously; and understand the different forms child on child abuse can take, such as:

- Sexual violence and sexual harassment
  - Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
  - Sexting: (The UK Council for Child Internet Safety (UKCCIS) Education Group has recently published sexting advice for schools and colleges); and initiating/hazing type violence and rituals.
- Staff will follow the sanction guidance however; different sanctions will be appropriate for different 'levels' of sexual harassment and sexist comments. Context will impact how each incident is handled including consideration of:

- The age and developmental stage of the alleged perpetrator(s)
- The nature and frequency of the alleged incident(s)
- Balancing the sanction alongside education and safeguarding support  
(*Guidance will be taken from KCSIE 2024*)

Consequences will happen after all incidents and appropriate sanctions will be actioned. The response to each incident will be proportionate and will balance the importance of safeguarding, other pupils with the need to support, educate and protect the alleged perpetrator(s). The voice and views of the victim(s) will help to inform any response.

We are committed to creating a culture and ethos of respect, tolerance, acceptance and diversity to make it easier for pupils to call out and report incidents.

## **Equal Opportunities**

At Great Sankey Primary School, equal opportunities means that we treat everyone equally well. All learning opportunities within school; extracurricular activities and behavioural strategies are applied to both girls and boys throughout the school, with regard to age, gender, race, sexual identity, nationality or ability.

The school is committed to ensuring all children feel and are included, and work with any pupils who have either been withdrawn from or are in danger of being withdrawn from lessons to ensure that they remain included where deemed possible. Targeted children will continue with curriculum studies, but the emphasis of support will be about a change in their behaviour so that they are able to operate more effectively in their normal lessons. Parents/carers will be informed and invited to school to discuss behaviour.

**Reference to this policy should also be made to:**

*TCAT Agreed Behaviour Principles 2024 (Appendix 2)*  
*Safeguarding Policy and Procedures*  
*Health and Safety Policy*  
*E-Safety Policy*  
*Anti-Bullying Policy*  
*TCAT Staff Code of Conduct*  
*SEND Policy*  
*TCAT Equalities Policy*  
*DfE Guidelines on Exclusion from School*  
TCAT Suspensions and Exclusions Policy

**Exclusions - Permanent and Fixed Term Guidance**

Only the Headteacher (or the acting Headteacher) has the power to suspend or permanently exclude a pupil from school.

***Fixed term suspension:***

The Headteacher may suspend a pupil from school in very exceptional circumstances. Fixed term suspension is used for very serious incidents or where previous sanctions have failed to bring about an appropriate change in behaviour. When considering the period of a fixed term suspension, the Headteacher will consider a variety of factors determining the number of school days a pupil is to be suspended.

This will include:

- the conduct record of the pupil
- the age and maturity of the pupil
- the response of the pupil to the incident
- whether others have been hurt as a result of the pupil's actions

This is not an exhaustive list. Other factors may need to be considered depending on the nature of the specific incident and in relation to other policies, such as Safeguarding, Anti-Bullying.

***Permanent Exclusion:***

The Head teacher may decide to permanently exclude a pupil following investigation.

This may include:

- if allowing the pupil to remain in school would seriously harm the educational welfare of other pupils in the school (DfE Guidance)
- in response to very serious breaches of the school's Behaviour Policy.

**Allegations against Staff:**

Any false allegation made against a member of staff, will be treated as a serious offence and may result in a fixed-term suspension or permanent exclusion.

**Physical Intervention and Restraint:**

In any event of distress and crisis, staff will seek to put de-escalation strategies into practice to enable the child to regulate and become calm. However, on very rare occasions, physical intervention may be required to ensure the safety and wellbeing of the child, and the children and adults around the child. Any action taken is always done in the best interest of the individual and we ensure that it is **REASONABLE, PROPORTIONATE** and **NECESSARY**.

A number of staff are trained in positive handling and Team Teach techniques. Team Teach techniques seek to avoid injury to the child, but it is possible that some bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent 'side-effect' of ensuring the child remains safe.

A record is kept of incidents that have involved physical intervention and stored on CPOMS, our internal reporting system. Parents and school leaders will be informed of the incident.

### **Parents and Carers**

The school works collaboratively with parents so children receive consistent messages about how to behave at home and at school. We explain the school rules and expectations in the school prospectus, and we expect parents to read these and support them. We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher and then if necessary, school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

### **Review and Role of the Governing Body**

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines. This policy is reviewed annually in collaboration with staff and the school council. Governors monitor the standards of behaviour throughout the academic year.

***Our Behaviour Policy is intended to be a continuous working document. At Great Sankey, we strive to achieve outstanding consistent behaviour for all of our pupils.***



## Appendices

### Appendix 1 – Rewards and Sanctions Framework

#### Rewards

Reward	Procedure
House Points	<ul style="list-style-type: none"> <li>✓ House points are recorded by the teacher.</li> <li>✓ Teacher records when children are reaching 80/160/250/330 points.</li> <li>✓ Bronze, silver, gold &amp; platinum badges (80/160/250/330).</li> <li>✓ EYFS 25 HP for a medal and then 50 to achieve bronze.</li> <li>✓ Bronze, silver, gold &amp; platinum badges to be awarded during Celebration assembly.</li> <li>✓ Balance/consistency in distribution is important across the school.</li> <li>✓ House Points are awarded for acts of kindness, following the Golden Rules, looking after peers etc.</li> <li>✓ House Points can be awarded by any member of staff.</li> <li>✓ When children reach milestones with their House points, a personal letter is posted home from the Head teacher sharing their good news.</li> </ul>
House Teams	<ul style="list-style-type: none"> <li>✓ House team day linked to their Saint's day.</li> <li>✓ Staff linked to the House teams to promote their team.</li> <li>✓ Regular planned opportunities for the promotion of House teams such as sporting events.</li> </ul>
Star of the Week	<ul style="list-style-type: none"> <li>✓ This award is given weekly to one child in each class. The class teacher identifies a child who has particularly achieved – academic or pastoral. This is awarded during Celebration Assembly and published within the newsletter.</li> </ul>
Verbal Praise	<ul style="list-style-type: none"> <li>✓ <b>VALUE</b> positive verbal praise and promote it and use frequently with the children (e.g. 'Thank you' if a child has held a door open or 'Well Done' if they impress).</li> <li>✓ Promote at lunchtimes and break times during opportunities for whole school praising in 'public.'</li> </ul>
Individual and Class Rewards	<ul style="list-style-type: none"> <li>✓ Stickers and stampers used in marking and in class.</li> <li>✓ Some classes choose to have a 'treasure box', raffle tickets or similar rewards to support the rewards system and positive behaviour of the school and develop their own class rewards to further celebrate and support the policy.</li> </ul>
Certificates	<ul style="list-style-type: none"> <li>✓ A range of certificates, awards and prizes as well as certificates are awarded in class including maths achievements for number bonds and multiplication table knowledge, reading at home, star writers etc.</li> </ul>
Other	<ul style="list-style-type: none"> <li>✓ Values postcards sent home</li> <li>✓ Visiting another teacher, Deputy Headteacher, Headteacher</li> <li>✓ Phone call home</li> <li>✓ Twitter</li> <li>✓ A note home</li> <li>✓ Stickers</li> </ul>

#### Sanctions

The following guidelines are an indication of the steps to be taken with disruptive and poorly behaved pupils. In the first instance, problems are dealt with by the class teacher. Measures include:

1. **Reminder** - A reminder of our Golden Rules / values / class routines delivered privately wherever possible. Repeat reminders if reasonable adjustments are necessary. Take the initiative to keep things at this stage.
2. **Caution** – A clear verbal caution delivered privately, wherever possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase, 'Think

carefully about your next step.'

3. **Last Chance** - Speak to the pupil privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour.
4. **Time Out** - Time out might be a short time away from the group / class for a few minutes. This is designed to be a few minutes for the child to calm down, breathe, look at the situation from a different perspective and compose themselves. Pupils are not to be sent to stand outside the class unsupervised.
5. **Repair** - This might be a quick chat at breaktime in the playground or a more formal meeting 'restorative conversation if necessary.

Behaviour Severity Level:	Behaviour Displayed:	Possible Consequences:
1  To be dealt with by the adult that witnesses the behaviour.	Disrupting the learning of others.  Being unkind to another child.  One off instance of name calling / making fun of / excluding from games.  Distracting yourself and others.  Continuously wearing uniform incorrectly.  Persistently not being equipped for the school day e.g. PE kit / homework.	Refer to the 5 steps to behaviour in the first instance.  Time out in another classroom.  Involvement of parents.  <b>For regular occurrences:</b>  Discussion with SLT.  5 minutes of playtime lost to reflect on their behaviour.
2  To be dealt with by the adult that witnesses the behaviour and passed onto a member of the senior leadership team.	Repeated inappropriate / dangerous play e.g. rough play once they have been warned.  Threatening behaviour towards another e.g. threatening carry out actions later in the day/ pushing shoving.  Throwing food / objects.  Swearing or spitting at someone. Incidents outside of school which causes complaint.  Abusive/disrespectful toward a member of staff / adult.  Deliberate vandalism of property.	Refer to the 5 steps to behaviour in the first instance.  Loss of playtime for 'catch up time'.  Involvement of parents with class teacher and an SLT member present for more serious incidents.  <b>For regular occurrences:</b>  Discussion with Deputy Headteacher and Headteacher.
3  To be dealt with by SLT / Deputy Headteacher or Headteacher.	Bullying – maliciously targeting the same person several times.  Physically fighting.	Loss of playtimes / lunchtimes.  Internal exclusion.  Involvement of parents.

	<p>Intentionally throwing a potentially dangerous object at someone.</p> <p>Any incident involving discriminatory behaviour.</p> <p>Violent behaviour towards a member of staff or pupils.</p> <p>Stealing.</p>	<p><b><i>In severe cases, at the discretion of the headteacher:</i></b></p> <p>Fixed term suspension</p> <p>Permanent exclusion.</p>
--	---	--

It is important to note that the above is not an exhaustive list of behaviours or consequences and staff should recognise that there are varying levels of severity in the behaviour that children demonstrate whilst at school. Staff should refer to the table above when implementing a consequence for any unwanted behaviour.

Children should be sent to the Headteacher / Deputy Headteacher immediately after an incident if they use violence or bad language, if there is a racial or homophobic incident, or if they repeatedly refuse to follow an adult's instruction.

If behaviour persists, or if the behaviour does not improve, parents / carers will be contacted.

Lunchtime 'catch-up time' may be given at the teacher's discretion if inappropriate behaviour has resulted in lack of work. 'Catch-up' must always be supervised, be of an appropriate duration and consistently applied. Records should be kept by the class teacher of any pupils to complete 'catch-up' through CPOMS recording system.

## **Appendix 2 – TCAT Behaviour Principles**

### **The right to feel safe at all times**

Every pupil/student understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others. The actions taken to address undesirable behaviour is with the intention of upholding their wellbeing and academic progress, as well as fulfilling our safeguarding responsibilities. All schools have a clear and comprehensive Anti-bullying Policy that is known and understood by all, consistently applied and monitored for its effectiveness.

### **Inclusivity**

All pupils/students, staff and visitors are free from any form of discrimination and prejudice. Each school will create and maintain an atmosphere and ethos of tolerance, equality, diversity, respect, understanding, kindness and a sense of citizenship throughout the school community in everyday practice.

### **Effective relationships**

Developing effective relationships are at the heart of all our work. Developing respect, responsibility and reflection are a high priority in our approach to behaviour management.

### **High standards of behaviour**

Staff and volunteers set an excellent example to pupils/students at all times and the behaviour policy is understood by all members of the school community. Rules are consistently applied across the school and, where sanctions and punishments are exercised, they are proportionate to the misdemeanour, in line with the school's Behaviour Policy.

### **Educational excellence**

Staff and pupils/students are committed to fostering a culture of high achievement and continuous learning. Students should take responsibility for their own learning and contribute positively to the learning environment. Disruptive behaviour that hinders the learning of others will not be tolerated. All members of the school are expected to support a culture of continuous improvement and aspiration, encouraging each other to strive for academic excellence.

### **Engaged community**

Parents/carers should be encouraged and helped to support their children's education, just as the pupils/students should be helped to understand their responsibilities during their time in school. Parents/carers and pupils/students will be made aware of the behaviour expectations of the school during the admissions process, this will include a 'Home School Agreement'.

### **Responding to incidents of desirable and undesirable behaviour**

Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy and in accordance with Education and Inspections Act, 2006, and DfE: Behaviour and discipline in schools Advice for headteachers and school staff, with prevention and de-escalation always the priority. The school behaviour policy explains that suspensions and permanent exclusions will only be used as a last resort, and outlines the processes involved. The TCAT permanent exclusion protocols are adopted by all schools.

### **Student accountability and reflection**

Pupils/students are helped to take responsibility for their actions and strategies are adopted to allow pupils/students to reflect on their behaviour choices. Schools have a range of behaviour management and support systems that are shared and understood by all.

These principles should guide not only the creation of the Behaviour Policy but also inform day-to-day interactions within the schools. The schools are committed to embedding these values into the learning environment, fostering a community where everyone can thrive.

## **Appendix 3 – Great Sankey Primary Silent Signals**



### **TEAM GSP SILENT SIGNALS**



*Team GSP stop signal*



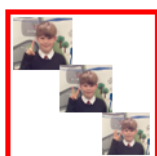
*Magnet eyes*



*My turn, your turn*



*Partner talk*



*1 -2 -3 transition*

## Appendix 4 – Pupil Friendly Behaviour Poster

### Rewards

- Verbal praise
- House points
- Value postcards emailed home
- Stickers
- Show work to another adult
- Celebration assembly
- Star of the week
- Star of the day
- Visit Mrs Wilding

Positive behaviour is an expectation from everyone at GSP. We are all ambassadors of GSP.

Being honest; accepting of others; demonstrating responsibility and accepting responsibility when you have done wrong; showing resilience and always treating others kindly are all positive traits we like to see in our GSP team.

### Sanctions

The teacher will look at you and give a warning and a reminder of our school rules. We will follow:

1. Reminder
2. Caution
3. Last chance
4. Time out
5. Repair

If you break the golden rules repeatedly, your teacher will speak to your parents or carers.

If your behaviour does not improve, you will discuss this with Mrs Wilding or Mr Gawne.

Repeated poor behaviour may result in a behaviour plan and report card.

## Great Sankey Primary School

'Together We Learn and Grow'

### Positive Behaviour



- Be Honest
- Be Accepting
- Be Responsible
- Be Resilient
- Be Kind

#### Restorative Talk:

- What has happened from your point of view?
- What were you thinking / feeling at this time?
- Who else has been affected by this?
- What do you need right now?
- What can you do / can be done to put things right?

### Visible Consistencies

- All staff and children are role models
- We greet one another in the mornings.
- Staff accompany children to the playground at playtimes and the end of the day. At playtimes, there must be an adult on duty before children are left.
- Class teachers are in classrooms ready to greet children after playtime and lunchtime.
- Staff regularly notice and respond to good behaviour exhibited by children across the school.
- Staff intervene whenever incidents occur – following Restorative Approaches where possible.
- All staff challenge children who are not keeping the golden rules in a non-confrontational way.
- Parents and carers work in close partnership with the school and accept the rules, policy and practice.

