



Gulf British Academy

# Behaviour Management Policy

## Whole School Approach

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### Introduction

Within Gulf British Academy (GBA), we believe that good behaviour is the key to a good education. We work to create a learning environment where everyone feels valued, secure and motivated to learn. We firmly believe that every member of our school community has a responsibility to teach children socially acceptable behaviour.

At GBA:

- We aim to promote high standards by modelling positive behaviour at all times.
- We aim to encourage high standards of work and behaviour emphasising, praise and positive reinforcement.
- We aim to ensure that all adults and children treat each other with mutual respect and consideration.

### Rights and responsibilities

- Everyone within our school community has rights and responsibilities to ensure that GBA is a safe place in which to learn, work and play.
- Children have the right to learn, work and play in a friendly, safe and helpful school.
- Teachers and staff have the right to teach and work in a friendly, safe and satisfying school, which is supported by the community.
- Parents and Carers have the right to feel welcome and to know that our children learn, work and play in a friendly, safe and helpful school.

## **Code of conduct**

The school environment plays a central role in the children's social and emotional development. Adults encountered by the children at school have an important responsibility to model high standards of behaviour at all times. At Gulf British Academy, we have adopted a behaviour programme called '**Stay On Green**'.

We work towards standards of behaviour that are based on the basic principles of trust, honesty, respect, empathy/consideration and responsibility. When children are following school rules and behaving in an appropriate way, we say that they are showing 'Green Behaviour'. Our expectation is that everyone in the school communities aims to show this behaviour at all times.

## **Why positive behaviour management?**

In the world around them, children see many different examples of how people behave. We have a responsibility to help children understand that they have choices about how to behave and help them to develop strategies to make appropriate choices.

Our aim within GBA is to create an environment where children feel valued, safe and motivated to learn. We believe that good behaviour and discipline are the foundation of all learning and without a calm, orderly atmosphere effective teaching and learning cannot take place.

We believe that children respond best to praise and encouragement. We must try to find every opportunity to praise children when they are showing appropriate behaviour.

Children learn by example. Teachers and parents have a responsibility in setting a good example as well as ensuring that the rules are followed.

## **Green behaviours**

Staff work to promote 'Green Behaviours' at every opportunity.

- School assemblies provide a focal point for talking about and reinforcing aspects of the school values and ethos.
- Senior staff hold regular assemblies to revise with children what is meant by 'Green Behaviours' and what they look like.
- Class teachers discuss 'Green Behaviours' with their pupils and ensure that the school rules and Stay On Green behaviour charts are displayed and used consistently. Class teachers should regularly review the behaviour policy with the children to ensure that everyone is clear about our expectations.

## **School and classroom rules**

The school rules are on display around the school and in the classrooms. The rules are regularly referred to in assemblies and throughout the school day. They support pupil understanding of 'Green Behaviour' expectations.

## **Primary Stage behaviour policy: Stay On Green**

### **The principles behind this system are:**

- That all pupils have the opportunity to make positive choices about their behaviour and influence outcomes.
- That teachers integrate a system within daily teaching in order to promote positive behaviour and effective behaviour management skills.
- Pupils who consistently follow the rules are noticed and rewarded.

### **The system allows for the following:**

- A consistent approach that can be used by all staff.
- Whole class and individual reward system.
- Least intrusive approaches are used to manage behaviour.
- Teaching of specific behaviours and routines.

Praise is the most powerful form of influencing children's behaviour. The following colours are used for recognition and positive reinforcement of good behaviour:

- **Green** - Praise and a green point to contribute towards house point system.
- **Bronze** - Sticker and two green points to contribute towards house point system.
- **Silver** - Sticker and three green points to contribute towards house point system.
- **Gold** - The child is sent to the Senior Leadership Team (SLT) and their name is recorded by the Head of School in the gold behaviour book. The class teacher sends home the praise gold postcard. The child is awarded with four green house points.

When a child receives three gold stickers, they are awarded with a certificate in assembly.

The rewards system is altered to suit the needs of the pupils in our Early Years in both KG and Reception classes.

## House points



House of Stuart



House of Windsor



House of Hanover



House of Tudor



House of York



Each pupil is a house member (House of Stuart - yellow, House of Windsor - green, House of Hanover - blue, House of Tudor - red, and House of York - white) and is encouraged to earn house points by following school rules and moving up through the card system each day.

These points are collated each week by Year 6 house captains and the winning house receives a collective award, normally on a Thursday morning. The winning house is awarded the House Cup and its coloured ribbon is tied to it. This is then placed in the school's reception. House points are collected from house point charts in each classroom.

## In-class consequences

- Teachers use least intrusive skills to redirect behaviour.
- If they decide to move a child's name to the blue, yellow or red cards they must be clear with the pupil what they are doing, and what the pupil can do to change this decision.
- At least one warning is always provided for pupils in between each stage.
- Teachers constantly help pupils make the right choices to move their card back to green and beyond.

The following steps/colours are consequences:

- **Verbal First Warning - explain why behaviour is unacceptable.** This provides the opportunity for a pupil to start making the right choices so they can move back to green.

*Staff look for opportunities to move pupils back to the green card.*

- **Yellow - Second Warning:** Pupil's name is moved to yellow card. This provides the opportunity for a pupil to start making the right choices so they can move back to green.

*Staff look for opportunities to move pupils back to the blue and green cards.*

- **Red - Third Warning:** 'Reflection Time' at break time in the classroom for 10 minutes. A 'red' letter is sent home to parents explaining what has happened, signed by the class teacher and Key Stage Coordinator.

*Upon successful completion of 'Reflection Time' the pupil moves back to the yellow card.*

## **Foundation Stage behaviour policy:**

### **The principles and beliefs behind this system are:**

- Praise is the most powerful form of influencing children's behaviour.
- Adults recognise that children are young and are learning to regulate and manage powerful feelings.
- The adult's role is to gain an understanding of the reasons behind the behaviour and help the child understand how their actions affect others both positively and negatively through active listening, empathy and mentoring.
- That all pupils have the opportunity to make positive choices about their behaviour and influence outcomes.
- That teachers integrate a system within daily teaching in order to promote positive behaviour and effective behaviour management skills.
- Pupils who consistently follow the rules are noticed and rewarded.

### **The system allows for the following:**

- A consistent approach that can be used by all staff and meet the needs of young children.
- Staff will actively look for positive behaviour and give praise in an appropriate manner for children's age and stage of development.
- Staff will use specific private or public praising strategies with children as appropriate for the child.
- Whole class and individual reward system.
- Least intrusive approaches are used to manage behaviour.
- Teaching of specific behaviours and routines.

**The following procedure are used for positive reinforcement of good behaviour in the Foundation Stage:**

- Each class will agree a whole class reward. Teachers and children are to agree upon the reward.
- Individuals and whole class can be rewarded with marbles that are collected in a jar.
- When a marble is added to the jar there will be public recognition of why, as appropriate.
- When the target number of marbles is reached the reward is given.
- **Marbles are never taken out of the jar as punishment.**

GBA believes that this can be used to motivate both individuals and the whole class by encouraging a teamwork ethic.

We recognise that there will be individuals that require more personalised behaviour management strategies.

**Use of stickers:**

Teachers are able to use stickers to reward children if they wish. When stickers are used it must be done in a fair manner and for good reason. It can accompany giving a marble in the jar towards the whole class reward. If a reward is given it must be for specific behaviour and communicated as such.

**In-class consequences**

- Teachers use least intrusive skills to redirect behaviour.
- Teachers ensure that they actively listen and give equal opportunities to all parties to explain.
- Teachers give opportunities and support for children to reflect on their behaviours.
- Teachers make a plan with children about how they can redress and settle their issues for a positive outcome.
- Teachers model that everyone needs help sometimes and seek support of SLT when necessary.

## Further consequences (whole school)

### Senior Leadership Team (SLT) involvement

If pupils continue to make the wrong choice about their behaviour they will be referred to the Key Stage Coordinator and given a second RED letter to send home.

Pupil behaviour will be discussed with the pupil with a view to one of two outcomes:

1. **Phone call.** Parents are informed of the situation, steps required for improvement and the next steps if there is no improvement in pupil behaviour. Pupil returns to class to aim to get back to the green card.
2. **Parent meeting.** This may include reviewing and developing pupil targets or developing an Individual Behaviour plan with the support of all staff working with the child.

This information will contribute towards:

- Individual Education and/or Behaviour Plans/Pastoral Support Programmes

### Fixed-term and permanent exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard list of reasons for exclusion.

Only the Head of School has the power to exclude a child from school. They may opt to exclude a child in one of three ways:

1. **Fixed term internal exclusion (1 or 2 days)**
2. **Fixed term internal exclusion (more than 3 days)**
3. **Fixed term external exclusion**

In extreme and exceptional circumstances, the Head of School may exclude a child permanently. It is also possible for the Head of School to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head of School excludes a child, they will inform the parents immediately, giving reasons for the exclusion. At the same time, they will make it clear to the parents that they can, if they wish, appeal against the decision.

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Reviewed: September 2019  
To be reviewed: Annually by September  
Responsibility: Key Stage Coordinators