



Gladstone Road Primary School

"Learning to succeed"



Behaviour Policy

This policy aims to promote how to behave in an acceptable way in all aspects of learning, of wider school life and life beyond the school.

We recognise that most children behave well in a full range of circumstances but also acknowledge that some children are still learning to behave appropriately.

We aim to develop positive behaviour by

- Using positive strategies that reward and reinforce good behaviour.
- Using scripted language to help children to adjust their behaviour.
- Using Restorative Practice to help children resolve conflict.

Positive Behaviour and Rewards

Good behaviour is expected **all** the time and will be consistently acknowledged and rewarded. Positive behaviour is highlighted and praised and therefore becomes an incentive for other pupils to behave. (If children do not like public praise other methods will be used to reward them.)

Rewards include

- Dojos – these are awarded in class to individuals for good behaviour.
- Merits – one is given each day.
These build up to awards: 5=bronze, 10=silver, 15=gold and 20=platinum.
- Brain box prizes – given for good work and attitudes.

Our School rules state that in our school we:

- try our best and never give up
- are polite and use good manners
- care for each other and our school

Buckets full of Kindness

This incentive works on the idea that everyone carries an imaginary bucket. This represents good feelings that people have about themselves and fills up when people are kind or helpful towards them. Each week classes have the opportunity to write down kind things that others have done for them and place them in a class bucket. Two of these are then drawn out and two from each year group visit the designated Assistant Head. Two from the whole school are then chosen and mentioned in the weekly newsletter.

Responsibilities

Everyone in the school has the responsibility to adhere to and uphold the policy.

We ask parents to:

- support the school behaviour policy
- talk to children about good behaviour

We ask children to:

- follow the school rules and expectations

- be honest and take responsibility for their own behaviour
- make sure their behaviour does not stop other children learning or make them unsafe
- join in with learning and help others to learn
- make sure they do not bully or allow others to be bullied

Negative Behaviour

Sanctions aim to show children that there are consequences to incidents of poor behaviour. These are appropriate to the age and level of support that is needed for each individual child.

All staff should

- use scripted language to help children adjust their behaviour:
‘You need to…….’
‘Thank you for ……….’
- repeat the scripted language and then use other agreed strategies if needed
- use the traffic light system to support this
- help children to adjust their behaviour when needed
- impose sanctions if required

Some incidents may need to be worked through using Restorative Practice. Restorative Practice is used to work through conflict between two or more children. In our school we base this on three questions for the wrongdoer and the victim.

For the wrongdoer – to be asked first	For the Victim
1. What happened? 2. Who has been hurt/affected by what you did? 3. What do you think needs to happen next? Question 2 can include one or both options and can discuss emotional and physical hurt as well as affecting people by wasting time, damaging property etc	1. What happened? 2. How has this made you feel? 3. What do you think needs to happen next?

Restorative Practice should be used by all members of staff to work through simple problems between children. In more complex cases the Behaviour Manager or SLT will be involved.

At times further support will be needed for some children. A team approach will be taken towards this including close liaison with parents. Sometimes this will also involve support from outside agencies

Behaviour outside school

We follow up incidents that happen outside school in line with the DfE document - ‘Behaviour and Discipline in Schools’.

Exclusions

Internal exclusions will be used when it is felt that a child needs time outside the classroom setting to continue their education whilst being able to stabilise or reflect on their behaviour.

On occasions, lunchtime exclusions will be implemented. This will be used as a way of supporting a child having difficulties over the lunchtime period to access afternoon lessons more successfully.

In extreme cases external exclusions will be used.

These will always aim to reflect the severity of particular behaviours and will be carried out in line with LA and National guidance.

They will be followed up by a 'Return to school' meeting with the parents and pupils.

All the relevant paper work will be completed and returned to the LA.

Pupils are not allowed out in public during school hours when they are excluded.

Restrictive Physical Intervention (RPI)

We follow both the LA and National guidance on the use of force to control or restrain pupils. It is the policy of this school that only in exceptional circumstances may physical restraint be used on children by any adult employed at the school. Only persons designated by the Head teacher may use RPI and may only do so after receiving appropriate training. In all cases RPI should only be used when all avenues have been exhausted and the pupil is endangering their own safety, the safety of others, damaging property or threatening the good order of the school.

Related policies:

Anti-bullying Policy

Equalities Policy

SEND Code of practice

Teaching and Learning Policy

Parent / carer behaviour policy

Staff code of conduct

Nov 2018

This policy will be reviewed in Autumn 2019 or sooner if legislation changes or self-evaluation of the policy in practice leads to the need for amendment.

In Class Procedures.

1. Things that momentarily disrupt learning could include:	
<ul style="list-style-type: none">• fussing• shouting out• not listening• wandering when should be sat• swinging on chairs• fidgeting	Class teacher decides on appropriate action: Quick response with use of scripted language – 'You need to....' Possible reminder of school rules / class charter etc If no improvement is made class teacher decides if needs taking further and moves to 2 if further action or support is needed.
2. Things that disrupt their learning and the learning of others / affecting their right to learn:	
<ul style="list-style-type: none">• repeatedly shouting out• making disruptive noises	Speak to child about behaviour using scripted language: <ul style="list-style-type: none">• 'You need to....'

<ul style="list-style-type: none"> • shouting across the classroom • talking when asked not to • task avoidance • name calling • minor damage of school property • passive work refusal • provocation • purposefully out of seat 	<ul style="list-style-type: none"> • 'Thank you for.....' <p>If no change</p> <ul style="list-style-type: none"> • refer to traffic lights • help to achieve the behaviour • model the behaviour • take up time • there will be a consequence • opportunity to put right/do again - playtime <p>If this behaviour becomes regular</p> <ul style="list-style-type: none"> • Speak to parents • Decide on a strategy to support - daily update, behaviour book, sticker chart etc • Impose sanctions when needed • Log incidents on individual log <p>If no improvement</p> <ul style="list-style-type: none"> • Refer to Year Leader • Year Leader to support with child • Continue to log incidents <p>Over time Year Leader will support decisions about involving other staff in school. This may be:</p> <ul style="list-style-type: none"> • Behaviour Manager / support team • Learning Mentor • SENCO • Assistant Head <p>Parents should be informed of all incidents and of any changes in plans or provision.</p>
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3. Dangerous / aggressive and disruptive behaviour:

<ul style="list-style-type: none"> • ignoring adults • arguing with adults/answering back • not following instructions • persistent provocation • stealing • racist/sexist/homophobic/family name calling • throwing things dangerously • provoked violence • swearing of any kind • sexual behaviour • aggressive work refusal • stopping others from learning 	<p>Class teacher to decide on action to take. This may include:</p> <ul style="list-style-type: none"> • Scripted language and further actions if needed • Distraction and de-escalation • Speaking to the child about their behaviour • Restorative Practice <p>All level 3 incidents should be logged on the child's individual log.</p> <p>Parents should be informed of all level 3 incidents.</p> <p>Purple slips should be filled in and given to GB if not involved.</p> <p>Year Leaders should be made aware so that they can support if needed</p>
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- climbing on furniture dangerously
- intentional biting
- scratching
- spitting
- hitting
- kicking

If support is needed:

- Phone Miss Lewis on 247 and ask for the support team
- If the child is compliant an adult should escort them to a calm place
- If the child is not compliant and there is a risk to safety, the class should be taken to another space.
- Reflection and calming activities will take place
- The child will return to class when and if appropriate, in consultation with the class teacher

If this behaviour is repetitive

1. Refer to Year Leader who meets with the child (Year Leader refers to partner Year Leader)
2. Class Teacher and Year Leader decide on actions to use and length of time to have in place (Eg. behaviour book, daily update for parents, daily report to Year Leader, etc)
3. Class Teacher/Year Leader to meet with parents to discuss incident and strategies to be used. This should be logged on a record of conversation and a copy given to parents.
4. Record of conversation to be put in class behaviour folder.
5. Class Teacher and Year Leader monitor actions put in place with regular updates for parents.

Keep strategies in place for decided number of weeks.

If continued repeats once strategies have been supported for a sustained period of time then:

1. Class Teacher meets with Support Manager to look at the evidence and strategies tried.
2. He will support on further strategies with possible involvement from ST, LM, SENCO, PWSO or SLT.
3. In consultation, it may be decided to involve outside agencies at this point.
4. A letter will be given to parents or sent with the child / a phone call will be made or a text will be sent (depending on which is best for the situation and parent)
5. A meeting will take place with parents and all involved to put actions in place.
6. All involved to monitor actions with regular agreed updates for parents.

4. Very dangerous aggressive and disruptive behaviour:

- Purposeful serious physical assault on anyone.
- Assault on a member of staff.

Distraction and de-escalation techniques will need to be used in these situations.

<ul style="list-style-type: none"> • Targeting another child with serious intent. • Threatening behaviour. • Defiance towards SLT. • Purposefully disrupting the teaching and learning of others or the smooth running of the school • Serious intentional vandalism. • Swearing at an adult. • Racial abuse. 	<p>Most appropriate person takes the child from the class to a calm place.</p> <p>If the child will not leave alternative solutions will need to be used (e.g. move class)</p> <p>Call for BST, ASSISTANT HEAD, DEPUTY, HEAD (in that order) to assist if needed.</p> <p>If the child will leave call 247 and ask for GB.</p> <p>GB to organise support, gather information and report to SLT.</p> <p>GB to fill in purple form and all witnessing adults will need to write reports of the incident.</p> <p>DEPUTY / HEAD will decide on action and parents will be informed at decided time by phone by designated member of staff.</p> <p>(Internal exclusion, playground exclusion, lunchtime exclusion, parents pick up, fixed term exclusion)</p> <p>SLT will decide on strategies with possible involvement from BST, LM, SENCO, PWSO, outside agencies.</p> <p>An official meeting may take place with parents to put actions in place.</p> <p>If repeated follow actions above.</p> <p>An individual plan will be drawn up. Consideration will be given to a risk assessment being put in place, exclusion from clubs, events, trips, off site games, reduced timetable, referrals, ECHAR etc. Exclusions will still be used at this point when needed.</p>
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Out of Class Procedures.

<p>1. Low level:</p>	
<ul style="list-style-type: none"> • running in school • piggy backing • hanging around in unseen areas • not lining up properly • in school when should be out • non-contact play fighting 	<p>Adult decides on appropriate action:</p> <p>Quick response with use of scripted language – ‘You need to...’</p> <p>Possible reminder of school rules / class charter etc</p> <p>If no improvement is made adult decides if needs taking further and moves to 2 if further action or support is needed.</p>

2. Behaviour that may cause harm:

- contact play fighting
- name calling
- minor damage of school property
- spoiling other people's games
- hurting others whilst playing

Speak to child about behaviour using scripted language:

- 'You need to...'
- 'Thank you for.....'

If no change

- refer to traffic lights
- help to achieve the behaviour
- model the behaviour
- take up time
- there will be a consequence
- opportunity to put right/do again - playtime

If continues

- Fill in Yellow slip and put in class teacher's pigeon hole

If this behaviour becomes regular

- Fill in further yellow slip and put in class teacher's pigeon hole
- Class teacher decides on a strategy to support – daily update, behaviour book, sticker chart etc
- Impose sanctions when needed
- Log incidents on individual log

If no improvement

- Refer to Year Leader
- Year Leader to support with child
- Continue to log incidents

Over time Year Leader will support decisions about involving other staff in school

- Behaviour Manager / support team
- Learning Mentor
- SENCO
- Assistant Head

Parents should be informed of all incidents and of any changes in plans or provision.

3. Dangerous and aggressive behaviour.

- arguing with adults
- answering back
- not following instructions
- refusal to wear a seatbelt
- stealing
- racist/ sexist/ homophobic/ family name calling
- throwing things dangerously

Most appropriate person takes the child from the yard to designated space.

Designated adult decides on action. This may include:

- Distraction and de-escalation
- Calming activities
- Speaking to the child about their behaviour
- Restorative Practice
- Reflective work

- climbing on walls / fencing
- provoked violence
- swearing
- sexual behaviour
- intentional biting
- scratching
- spitting
- hitting
- kicking
- nipping

- Not sending straight back to class
- Missing next playtime
- Off yard next day

A copy of the purple slip will be given to class teacher and Mr Buchan to phone parents if needed.

All level 3 incidents should be logged on the child's individual log.

Parents should be informed of all level 3 incidents.

Purple slips should be filled in and given to GB if not involved.

Year Leaders should be made aware so that they can support if needed

If support is needed:

- Phone or send a child to Miss Lewis (247) and ask for the support team
- If the child is compliant an adult should escort them to a calm place
- If the child is not compliant and there is a risk to safety, the other children should be kept safe and brought in if needed.
- Reflection and calming activities will take place
- The child will return to class when and if appropriate, in consultation with the class teacher

If this behaviour is repetitive

1. Refer to Year Leader who meets with the child (Year Leader refers to partner Year Leader)
2. Class Teacher and Year Leader decide on actions to use and length of time to have in place (Eg. behaviour book, daily update for parents, daily report to Year Leader, etc)
3. Class Teacher/Year Leader to meet with parents to discuss incident and strategies to be used. This should be logged on a record of conversation and a copy given to parents.
4. Record of conversation to be put in class behaviour folder.
5. Class Teacher and Year Leader monitor actions put in place with regular updates for parents.

Keep strategies in place for decided number of weeks.

If continued repeats once strategies have been supported for a sustained period of time then:

1. Class Teacher meets with Support Manager to look at the evidence and strategies tried.
2. He will support on further strategies with possible involvement from ST, LM, SENCO, PWSO or SLT.
3. In consultation, it may be decided to involve outside agencies at this point.

	<p>4. A letter will be given to parents or sent with the child / a phone call will be made or a text will be sent (depending on which is best for the situation and parent)</p> <p>5. A meeting will take place with parents and all involved to put actions in place.</p> <p>6. All involved to monitor actions with regular agreed updates for parents.</p>
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4. Very dangerous and aggressive behaviour.

<ul style="list-style-type: none"> • Purposeful serious physical assault on anyone. • Assault on a member of staff. • Targeting another child with serious intent. • Threatening behaviour. • Defiance towards SLT. • Purposefully disrupting the smooth running of the school. • Serious intentional vandalism. • Swearing at an adult. • Racial abuse. 	<p>Distraction and de-escalation techniques will need to be used in these situations.</p> <p>Most appropriate person takes the child from the yard to the designated space.</p> <p>If the child will not leave alternative solutions will need to be used (E.g. end playtime)</p> <p>Call for suitable familiar person, GB, ASSISTANT HEAD, DEPUTY, HEAD (in that order) to assist if needed.</p> <p>If the child will leave take to GB.</p> <p>GB to organise support, gather information and report to SLT.</p> <p>GB to fill in purple form and all witnessing adults will need to write reports of the incident.</p> <p>DEPUTY / HEAD will decide on action and parents will be informed at decided time by phone.</p> <p>(Internal exclusion, playground exclusion, lunchtime exclusion, parents pick up, fixed term exclusion)</p> <p>SLT will decide on strategies with possible involvement from BST, LM, SENCO, PWSO, outside agencies.</p> <p>An official meeting may take place with parents to put actions in place.</p> <p>If repeated follow actions above.</p> <p>An individual plan will be drawn up. Consideration will be given to a risk assessment being put in place, exclusion from clubs, events, trips, off site games, reduced timetable, referrals, ECHAR etc. Exclusions will still be used at this point when needed.</p>
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MSA / TA Behaviour Ladder

1. Low level	
<ul style="list-style-type: none"> • running in school • piggy backing 	Adult decides on appropriate action:

<ul style="list-style-type: none"> • hanging around in unseen areas • not lining up properly • in school when should be out • non-contact play fighting 	<p>Quick response with use of scripted language – ‘You need to...’</p> <p>Possible reminder of school rules / class charter etc</p> <p>If no improvement is made adult decides if needs taking further and moves to 2 if further action or support is needed.</p>
<p>2. Behaviour that may cause harm</p>	
<ul style="list-style-type: none"> • contact play fighting • name calling • minor damage of school property • spoiling other people’s games • hurting others whilst playing 	<p>Speak to child about behaviour using scripted language:</p> <ul style="list-style-type: none"> • ‘You need to...’ • ‘Thank you for....’ <p>If no change</p> <ul style="list-style-type: none"> • refer to traffic lights • help to achieve the behaviour • model the behaviour • take up time • there will be a consequence • opportunity to put right/do again - playtime <p>If continues</p> <ul style="list-style-type: none"> • Fill in Yellow slip and put in class teacher’s pigeon hole <p>If this behaviour becomes regular</p> <ul style="list-style-type: none"> • Fill in further yellow slip and put in class teacher’s pigeon hole
<p>3. Dangerous and aggressive behaviour.</p>	
<ul style="list-style-type: none"> • arguing with adults • answering back • not following instructions • stealing • racist/sexist/homophobic/ family name calling • throwing things dangerously • climbing on wall/fencing • provoked violence • swearing • sexual behaviour • intentional biting • scratching • spitting • hitting • kicking • nipping 	<p>Distraction and de-escalation techniques will need to be used in these situations.</p> <p>Most appropriate person takes the child from the yard to designated space.</p> <p>If the child will not leave, support will need to be sent for (GB, ASSISTANT HEAD, DEPUTY, HEAD)</p> <p>Person taking the child in gives brief explanation about the incident.</p> <p>A written report may be needed.</p>
<p>4. Very dangerous and aggressive behaviour.</p>	

- Purposeful serious physical assault on anyone.
- Assault on a member of staff.
- Targeting another child with serious intent.
- Threatening behaviour.
- Defiance towards SLT.
- Purposefully disrupting the smooth running of the school.
- Serious intentional vandalism.
- Swearing at an adult.
- Racial abuse.

Distraction and de-escalation techniques will need to be used in these situations.

Most appropriate person takes the child from the yard to the designated space.

If the child will not leave alternative solutions will need to be used (E.g. end playtime)

Call for suitable familiar person, GB, ASSISTANT HEAD, DEPUTY, HEAD (in that order) to assist if needed.

If the child will leave call for GB.

GB coordinates investigation, fills in purple referral form and reports to SLT.

A written report will be needed.