

Gladstone Road Primary School

“Learning, caring, growing together”

Behaviour Policy

Rationale

This policy has been developed following consultation with all staff, governors, School Council, and representative parents. It is based on the UN rights of the child and our desire to promote appropriate behaviour for learning and conduct using positive strategies. We recognise that children are learning to behave appropriately in a range of situations and our task is to support the children’s development and help them become more independent and able to solve conflicts and disputes for themselves. We recognise that parents/carers have an important role to play and we aim to promote a positive link between school and home in order to achieve the best outcomes for pupils.

Vision

The **School Vision** is; “**To provide wide ranging opportunities for all children to achieve their full potential, in all dimensions of education, in a welcoming, challenging and rewarding environment.**”

Values

Gladstone Road Primary School is:

- a fun, friendly and exciting place to play and learn.
- a caring community where education, equality and the wellbeing of all members of the school are at the centre of all we do.

These values are underpinned by a simplified selection of the UN rights of the child. The children are being taught that they have these rights but that they also have responsibilities to allow others to enjoy the rights. It is important that they engage in thinking about how their behaviour and attitudes might affect other children’s ability to enjoy their rights.

The chosen rights say that children have:

- the right to play
- the right to learn
- the right to be safe
- the right to speak and be heard
- the right to a name
- the right to enjoy arts sport and culture
- the right to freedom
- the right to food and drink

Aims

At Gladstone Road Primary School we aim to promote good behaviour by:

- rewarding and reinforcing good behaviour
- teaching and modelling good behaviour
- positively discussing inappropriate behaviour so that children understand why it is unacceptable (using restorative practice where applicable) including any behaviour which is discriminatory (eg. Racist, sexist, homophobic etc)
- giving children the opportunity to improve their behaviour

The Aims of this policy are to:

1. Provide a structure for children to learn how to behave in a socially acceptable way based on rights and responsibilities.
2. Encourage increasing independence and self discipline, teaching children to accept responsibility for their own behaviour.
3. Promote a safe, calm, happy and productive atmosphere in all learning environments.
4. Support children who may find it difficult to follow the school rules and behave appropriately. This may include additional and different behaviour support.
5. Support staff who may experience difficulties with particular children or groups of children.
6. Provide pupils with strategies that can be used to solve minor disagreements.
7. Provide staff with strategies that can be used to resolve conflict between children.
8. Provide a system of rewards and sanctions.
9. Provide a school environment in which bullying is not tolerated but confronted.
10. Involve parents positively as well as working in partnership to support and improve behaviour.
11. Provide a system that tracks and monitors behaviour allowing the correct sanctions or procedures to be put in place to support children and provides evidence of improvement.

Our School rules state that in our school we:

- are polite and friendly to everyone
- are helpful and thoughtful
- do our best
- play carefully and safely
- look after each other
- care for our school

Responsibilities

It is the responsibility of all the school staff to use this policy consistently in order to reinforce, celebrate and promote the **expected** positive behaviour from all pupils. The policy emphasises rewarding positive behaviour and expects all staff to be consistent in rewarding and communicating successes to all including other staff, parents and children.

The Governing body is responsible for;

- ✚ Ensuring the school has a behaviour policy which complies with current legislation
- ✚ Allocating sufficient resources to ensure the safety and welfare of pupils
- ✚ Supporting the staff in the implementation of the policy
- ✚ Monitoring the impact of the policy via reports from the Head teacher including information regarding exclusions or the use of restrictive physical interventions
- ✚ Visiting the school during session times to monitor pupil behaviour for learning and conduct around the school
- ✚ Modelling appropriate behaviour
- ✚ Contributing to regular reviews of the policy
- ✚ The chair of governors to receive reports from the EDA for behaviour and attendance and ensure any recommendations are enacted.

The Head teacher is responsible for;

- ✚ Setting the strategic direction and ethos of the school in conjunction with Governors and staff
- ✚ Ensuring the policy is reviewed regularly
- ✚ Reporting on the impact of the policy to the Governing Body via Head teacher reports including information regarding exclusions or the use of restrictive physical interventions
- ✚ Providing training for staff
- ✚ Positively reinforcing the school rules both in class and around the school.
- ✚ Noticing children behaving appropriately and making explicit what it is they are doing which merits praise
- ✚ Teaching children how to behave and making clear that the expectation is to comply especially through assemblies
- ✚ Modelling appropriate behaviour
- ✚ Treating children fairly, with respect and understanding
- ✚ Meeting with parents and carers
- ✚ Ensuring the safety and welfare of pupils at all times
- ✚ Listening to children and helping them resolve difficulties independently
- ✚ Using restorative approaches when appropriate
- ✚ Monitoring behaviour for learning and conduct giving feedback to staff and pupils

Assistant Head for Behaviour is responsible for;

- ✚ Drawing up the behaviour policy and associated documents
- ✚ Complying with all aspects of the policy
- ✚ Providing advice and support to colleagues
- ✚ Liaising with the SENco and pastoral support staff
- ✚ Liaising with outside agencies including the EDA for behaviour and attendance and providing reports as necessary
- ✚ Line management of behaviour support staff
- ✚ Completing risk assessments for challenging pupils
- ✚ Reporting on the progress of pupils in managing and improving their behaviour

- ✚ Reporting any issues with the implementation of the policy to the Head teacher and successes of actions taken
- ✚ Having an overview of class behaviour files
- ✚ Setting up and leading the “in school” provision for pupils with high levels of need – nurture group and lunch time provision
- ✚ Monitoring and evaluating the provision for pupils and the implementation of the policy
- ✚ Noticing children behaving appropriately and making explicit what it is they are doing which merits praise
- ✚ Teaching children how to behave and making clear that the expectation is to comply especially in the nurture group
- ✚ Modelling appropriate behaviour
- ✚ Treating children fairly, with respect and understanding
- ✚ Meeting with parents and carers
- ✚ Ensuring the safety and welfare of pupils at all times
- ✚ Listening to children and helping them resolve difficulties independently
- ✚ Using restorative approaches when appropriate

Teachers have a responsibility for;

- ✚ Complying with all aspects of the policy
- ✚ Positively reinforcing the school rules both in class and around the school.
- ✚ Noticing children behaving appropriately and making explicit what it is they are doing which merits praise
- ✚ Teaching children how to behave and making clear that the expectation is to comply
- ✚ Teaching children about equalities to combat all forms of bullying behaviour
- ✚ Modelling appropriate behaviour
- ✚ Treating children fairly, with respect and understanding.
- ✚ Being clear about expectations – firm, fair, and consistent
- ✚ Teaching exciting lessons which engage pupils
- ✚ Implementing differentiated behaviour strategies for children who have difficulty behaving appropriately
- ✚ Consulting with colleagues for advice when necessary
- ✚ Providing reports for outside agencies when required
- ✚ Meeting with parents and carers
- ✚ Listening to children and helping them resolve difficulties independently
- ✚ Using restorative approaches when appropriate
- ✚ Engaging in Quality First Teaching (see Appendix 1 for more details)

Support staff including Midday Supervisors are responsible for

- ✚ Complying with all aspects of the policy
- ✚ Promoting good behaviour by phrasing expectations positively
- ✚ Reminding children of behaviour expectations
- ✚ Supporting children to behave appropriately
- ✚ Modelling appropriate behaviour
- ✚ Treating children fairly, with respect and understanding.

- ✚ Being clear about expectations – firm, fair, and consistent
- ✚ Reporting incidents of inappropriate behaviour using the agreed systems
- ✚ Teaching children how to behave appropriately by following the school rules, teaching them games to play at break/ lunch times
- ✚ Ensuring the safety and welfare of pupils at all times
- ✚ Ensuring all areas of school are supervised at break and lunch times
- ✚ Support staff will also follow the guidance outlined in Quality first teaching (see appendix 1)

SENco is responsible for

- ✚ Complying with all aspects of the policy
- ✚ Liaising closely with the Assistant Head for behaviour
- ✚ Liaising with staff and outside agencies
- ✚ Making referrals when appropriate
- ✚ Overseeing the completion of inclusion passports for pupils who have significant needs
- ✚ Meeting with parents
- ✚ Providing advice, support and training for particular aspects of needs which are additional and different
- ✚ Noticing children behaving appropriately and making explicit what it is they are doing which merits praise
- ✚ Modelling appropriate behaviour
- ✚ Treating children fairly, with respect and understanding
- ✚ Meeting with parents and carers
- ✚ Ensuring the safety and welfare of pupils at all times

Parents/carers are responsible for

- ✚ Complying with the behaviour policy and supporting the school aims and ethos
- ✚ Signing the home / school agreement upon starting school
- ✚ Making children aware of appropriate behaviour
- ✚ Encouraging independence and self-discipline
- ✚ Showing an interest in all their child does in school
- ✚ Being aware of the school rules and promoting these with their children
- ✚ Abiding by the parental code of acceptable behaviour (displayed in the entrance lobby)

Pupils are responsible for;

- ✚ Following the school rules and expectations.
- ✚ Learning how to behave appropriately
- ✚ Their own behaviour
- ✚ Enjoying their rights and being responsible for ensuring their behaviour does not adversely impact on the rights of others (see appendix for rights)
- ✚ Engaging with learning and helping others to learn
- ✚ Ensuring they do not bully or allow others to be bullied

Positive Behaviour and Rewards

Good behaviour is **expected** all the time and will be consistently acknowledged and rewarded. Positive behaviour is highlighted and praised which is used as an incentive for other pupils to behave. Some pupils do not like public praise and methods will be used to reward them quietly eg. Thumbs up or using a quiet voice to say well done or to give praise.

Rewards

Positive praise – verbal and non-verbal

Explicit language used as to why the behaviour merits praise eg. “Well done – I really like the way you are sitting up ready to learn” – proximal praise

Displaying work or work selected for other presentation

Merit stickers lead to a bronze, silver, gold and platinum award

Brainbox stickers result in the selection of a prize from the class or Deputy ‘Brainbox’

The “Brocklehurst” cup is awarded at the end of each term in KS2

Golden time is awarded at the end of each week

Children’s names placed on the “sunshine” for appropriate behaviour

Head teacher awards in achievement assemblies which are related to attitudes and behaviour

Marble pots lead to a class treat when full

End of year day out or treat linked to attendance

Use of rewards in which the whole class has an interest in achieving in order for all children to help each other behave well

Negative Behaviours

We encourage pupils to take responsibility for their own behaviours. A positive approach is adopted throughout the school however we are aware that some children will need further help and support and the school makes provision for a differentiated approach for these pupils.

Sanctions aim to show children that there are consequences to incidents of poor behaviour appropriate to the age and level of support that is needed for each individual child. (Appendix 2)

Staff offer children choices and ask them to make the right choice or suffer the consequences eg. “I need you to settle down and begin your work now or you will have to remain inside to complete the task at break time – it is your choice. Please make the right choice”.

Sanctions can include

- Time out (use a sand timer for younger children)
- Name moved to storm cloud
- Name on board
- Walking around with a supervisor at lunch time for a short period
- Loss of privileges
- Loss of golden time
- Loss of break times
- Internal exclusions

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. Exclusions are kept to a minimum and the child will be provided with some work. Pupils are not allowed out in public during school hours when they are excluded.

Restorative Practice

Restorative Practice is used to work through conflict between two or more children. It is based on three questions for the victim and wrongdoer.

For the wrongdoer – to be asked first

- 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

For the Victim

- 1. What happened?**
- 2. How has this made you feel?**
- 3. What do you think needs to happen next?**

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

A handwritten signature in black ink, appearing to read 'Richard Adams', with a small dot at the end.

Richard Adams – Chair of Governors

November 2017

This policy will be reviewed in November 2018 or sooner if legislation changes or self-evaluation of the policy in practice leads to the need for amendment

Quality First Teaching:

Appendix 1

The promotion of positive behaviour for learning of all pupils is based upon:

- modelling good behaviour
- providing a welcoming, stimulating and organised classroom environment and learning experience to engage learners
- provide a challenging, interesting and relevant curriculum
- ensuring the quality of teaching engages all pupils eg providing activities which cater for visual, auditory and kinaesthetic learning styles
- aiming to develop emotional literacy and social skills through Personal, Social and Health Education (PSHE), circle times and Social and Emotional Aspects of Learning (SEAL)
- establishing and regularly reinforcing clear class and school expectations through 'class contracts' and school rules (these should be on display)
- establish and regularly reinforcing clear expectations through clear routines and procedures
- recognising and rewarding positive behaviour and reinforcing this behaviour on an individual, group or class level
- identifying negative behaviour and following the sanctions/behaviour plan
- ensuring that everyone has a clear understanding of behavioural expectations, rewards and sanctions and they are applied fairly
- the use of rewards e.g. weekly house points, stickers, merit awards, certificates, prizes, golden time, celebration Assemblies
- the use of positive language and targeted praise
- developing responsibilities for the pupils e.g. school council, friendship buddies
- use of verbal and non-verbal reminders for good behaviour
- using seating arrangements in classrooms conducive to learning
- the use of circle time
- avoid confrontational body language eg stand/sit alongside a child if they are behaving inappropriately, do not demand eye contact
- involving parents or carers therefore creating a constructive relationship with them
- sharing of achievements
- being consistent in the setting of expectations of behaviour that are maintained across time, (but not necessarily consistent amongst all pupils, all the time)
- ensuring that each class has a behaviour file which includes a section on behaviour management and classroom strategies.
- treat all children fairly and with respect
- help all children to develop their full potential
- recognise and value the strengths of all children
- developing systematic contact with parents whereby we celebrate achievements and relate good news.
- informing parents early about their child's behaviour in a constructive way in order to work in partnership to support and improve behaviour.
- welcoming parents who wish to discuss their own child's behaviour with school

Appendix 2

In class	Actions	
Acceptable behaviour	Positive praise / rewards	
1a. Things that momentarily disrupt learning: fussing, shouting out, not listening, wandering when should be sat, swinging on chairs, fidgeting	Class teacher decides on appropriate action:	
1b. Continued repeats after several actions followed.	Ignore Positive reinforcement Use of school rules / values as reminders	Model and practise behaviour required Distraction Time out Conversation with parents at end of day Time off golden time
2a. Things that disrupt their learning and the learning of others: repeatedly shouting out, making disruptive noises, shouting across the classroom, talking when asked not to, task avoidance, name calling, minor damage of school property, not following instructions, persistent provocation, indirect swearing, passive work refusal, ignoring adults 2b. Repeated after action followed.	Move to stage 2b for actions 2a. Positive reinforcement given in first instance (as in stage 1) 2b. Move to cloud or give a strike. Continue moving or giving strikes for further repeats. Allow to move back or lose a strike if improves. If reaches thunder cloud or 3 strikes with no improvement: – the child is sent (with work) to work in another class. – CLASS TEACHER refers to YEAR LEADER with referral 1. – CLASS TEACHER informs parents the same day. If no repeat in next 3 days go back to 1a or 2a and start the process again. If repeated in next 3 days follow process above and refer back to YEAR LEADER with referral 2. CLASS TEACHER and YEAR LEADER decide on action. If no repeat in next 3 days go back and start process again. If repeated in next 3 days refer to T. Jenkinson with referral 3. T. Jenkinson, CLASS TEACHER and YEAR LEADER decide on action.	
3a. Dangerous and aggressive behaviour: arguing with adults / answering back, stealing, racist /sexist /homophobic /family name calling, throwing things dangerously, provoked violence, swearing at another child, sexual behaviour, aggressive work refusal, climbing on furniture dangerously 3b. Repeated after action followed.	Distraction and de-escalation techniques will need to be used in these situations. 3a. Most appropriate person takes the child from the class to a calm place. If the child will not leave, alternative solutions will need to be used (e.g. move class) BST is contacted to work with the child for the rest of the session (am or pm) Fill in purple referral form and pass on to person referred to. TJ or SLT phone parents to inform of incident and ask to pick up child from office. Letter 1 is given to parents. If no repeat in next 3 days go back to 3a. 3b. If repeated in next 3 days follow process above. Letter 2 is given to parents and the child has 1 day internal exclusion the next day. If no repeat in next 3 days return to 3a. If repeated in next 3 days, follow the same process. TJ will liaise with SENCO, DEPUTY, HEAD, CLASS TEACHER and an official meeting will take place with parents to put actions in place.	
4a. Very dangerous and aggressive behaviour: Purposeful serious physical assault on anyone. Serious intentional vandalism. Swearing at an adult. Racial abuse.	Distraction and de-escalation techniques will need to be used in these situations. 4a. Most appropriate person takes the child from the class to a calm place. If the child will not leave alternative solutions will need to be used (e.g. move class) Call for BST, DEPUTY, HEAD (in that order) to assist if needed. If the child will leave call for BST and refer to DEPUTY or HEAD asap.	

<p>4b. Repeated after action followed.</p>	<p>Fill in purple referral form and pass to person referred to. DEPUTY / HEAD will decide on action and phone parents asap. (Internal exclusion, parents pick up, exclusion) TJ will liaise with SENCO, DEPUTY, HEAD, CLASS TEACHER and an official meeting will take place with parents to put actions in place.</p> <p>4b. If repeated follow actions above.</p>
<p>Out of Class</p>	<p>Actions</p>
<p>Acceptable behaviour</p>	<p>Positive praise / rewards</p>
<p>1a. 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> <p>1b. Continued repeats after several actions followed.</p>	<p>The member of staff who sees the incident decides on action.</p> <p>Positive reinforcement – 'Walk please'. Positive praise – 'Well done for walking'. Model and practise behaviours required E.g. walking through corridors. Discussions about safety. Use of school rules / values as reminders. Restorative practice.</p> <p>1b. Move to stage 2b for actions</p>
<p>2a. contact play fighting, name calling, minor damage of school property, not following instructions, indirect swearing, spoiling other people's games, hurting others whilst playing</p> <p>2b. Repeated after action followed.</p>	<p>2a. Positive reinforcement given in first instance (as in stage 1)</p> <p>2b. Time out and use of restorative questions (length of time decided depending on incident). Fill in yellow referral slip and give to class teacher. – CLASS TEACHER refers to YEAR LEADER with referral 1. – CLASS TEACHER informs parents the same day.</p> <p>If no repeat in next 3 days go back to 1a or 2a and start the process again. If repeated in next 3 days follow process above and refer back to YEAR LEADER with referral 2. CLASS TEACHER and YEAR LEADER decide on action.</p> <p>If no repeat in next 3 days go back and start process again. If repeated in next 3 days refer to T. Jenkinson with referral 3. T. Jenkinson, CLASS TEACHER and YEAR LEADER decide on action.</p>
<p>3a. Dangerous and aggressive behaviour. arguing with adults, answering back, stealing, racist/ sexist/ homophobic/ family name calling, throwing things dangerously, provoked violence, swearing at another child, sexual behaviour, biting, scratching, spitting</p> <p>3b. Repeated after action followed.</p>	<p>Distraction and de-escalation techniques will need to be used in these situations.</p> <p>3a. Most appropriate person takes the child from the yard to a calm place. If the child will not leave, support will need to be sent for (GB, DEPUTY, HEAD) PERSON WHO DEALT WITH ORIGINAL INCIDENT fills in purple referral form. TJ or SLT phone parents to inform of incident and ask to pick up child from office. Letter 1 is given to parents. If no repeat in next 3 days go back to 3a.</p> <p>3b. If repeated in next 3 days follow process above. Letter 2 is given to parents and the child has 1 day playground exclusion the next day. If no repeat in next 3 days return to 3a.</p> <p>If repeated in next 3 days, follow the same process. TJ will liaise with SENCO, DEPUTY, HEAD, CLASS TEACHER and an official meeting will take place with parents to put actions in place.</p>
<p>4a. Very dangerous and aggressive behaviour. Purposeful serious physical assault on anyone. Serious intentional vandalism. Swearing at an adult. Racial abuse.</p>	<p>Distraction and de-escalation techniques will need to be used in these situations.</p> <p>4a. Most appropriate person takes the child from the yard to a calm place. If the child will not leave alternative solutions will need to be used (E.g. end playtime) Call for GB, DEPUTY, HEAD (in that order) to assist if needed. If the child will leave call for GB and refer to DEPUTY or HEAD asap. PERSON WHO DEALT WITH ORIGINAL INCIDENT fills in purple referral form.</p>

<p>4b. Repeated after action followed.</p>	<p>DEPUTY / HEAD will decide on action and phone parents asap. (Internal exclusion, parents pick up, playground exclusion, lunchtime exclusion, exclusion) TJ will liaise with SENCO, DEPUTY, HEAD, CLASS TEACHER and an official meeting will take place with parents to put actions in place.</p> <p>4b. If repeated follow actions above.</p>
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