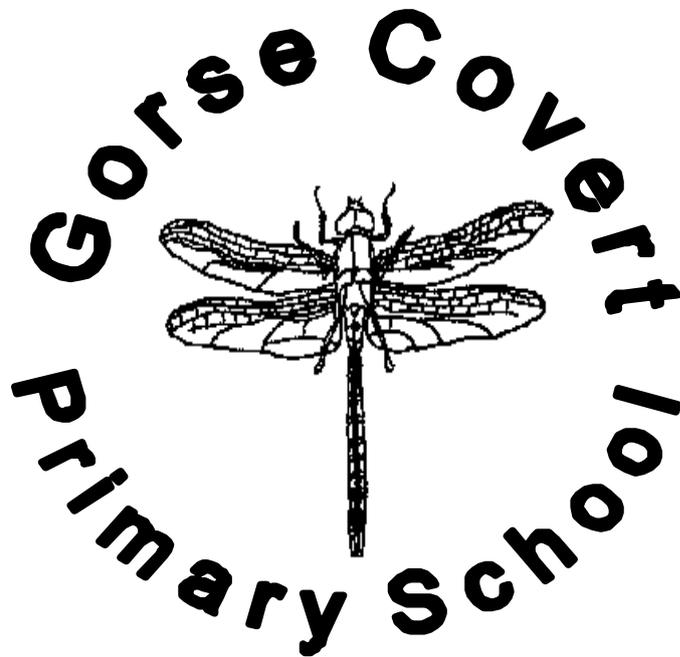


# Behaviour Policy



**Date: Oct 2018**

Oct 18	New policy written to reflect Restorative Justice-replaces previous policy

## **Behaviour Policy**

The purpose of this policy is to provide staff members and parents with a clear outline of expectations when managing behaviour at Gorse Covert Primary School.

This policy complies with:

- Education and Inspections Act 2006
- Section 89 of the Schools Standards and Framework Act 1998
- Education Act 2002

The standard of behaviour expected of all pupils is included in the Gorse Covert Home-School agreement which parents or carers are asked to sign following their child's admission to school.

### **Aims and Philosophy**

Gorse Covert Primary School recognises that effective teaching and learning only takes place in an atmosphere where there is a clear understanding of what is and what is not acceptable behaviour. Good discipline in school is essential to ensure that all pupils can benefit from the educational opportunities provided by the school.

### **Aims**

- For staff to be positive role models, co-operating and supporting one another, and treating colleagues and pupils with courtesy, consideration and respect.
- To promote positive attitudes and positive self-images that encourages good behaviour
- For staff to raise the levels of pupils' self-esteem
- Ensure fairness and consistency of approach when applying reward and sanctions systems
- Prevent any type of bullying (including cyber and homophobic/biphobic/transphobic bullying)
- Liaise with parents and outside agencies to support children with particular needs better

### **Policy in Action**

Our Behaviour Policy is based on our school rules:

**We are gentle.** We don't hurt others.

**We are kind and helpful.** We don't hurt anybody's feelings.

**We listen.** We don't interrupt.

**We are honest.** We don't cover up the truth.

**We work hard.** We don't waste our own or others' time.

**We look after property.** We don't waste or damage things.

The above rules are ones which are taught and reiterated throughout school. Sanctions may be administered if these rules are broken.

We also promote our key values; the 5Rs.

**Resilience:** the ability to bounce back after difficulties

**Respect:** treating everyone, regardless of race, religion or gender, with respect.

Treating the world around us with respect.

**Readiness:** Being ready to learn

**Responsibility:** Taking responsibility for our actions

**Relationships:** Doing our best to get on with everyone, being kind and showing empathy.

In the first instance, we aim to promote positive behaviour through praise and rewards.

The sorts of rewards children may receive are:

- Stickers
- 5Rs certificates
- Super Sticker in our Celebration Assembly on a Friday
- House points
- Headteacher award

Occasionally we do need to remind children about their behaviour. This will be done in a calm and respectful manner, and may lead to a sanction to reinforce that actions have consequences.

## **Sanctions**

Sanctions are needed to respond to inappropriate behaviour and to keep children safe. We will not tolerate behaviour which disturbs learning. In the vast majority of incidents, the child will have received a verbal warning before being given a sanction. Sanctions should always be fair and appropriate to the negative behaviour. We try to enable children to understand the impact of their behaviour and to be punished in a restorative manner e.g if they have upset a child, they may be asked to write a letter of apology. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.

Sanctions can be given by any staff member. If a child is repeatedly causing problems, they may be sent to the department senior leader. If the behaviour merits it due to severity, a child may be sent to the Headteacher. Examples may include use of violence, inappropriate language, bullying or intimidation, racial or homophobic incidents or repeated refusal to follow adult instructions. The Headteacher (or Deputy in her absence) may use exclusion as a sanction. See below for further information on exclusion.

Sanctions can include:

- Missing part or all of their break time
- Writing a letter of apology
- Isolation within the classroom
- Spending a set time (no more than 30 minutes) in another classroom to complete work.

- Fixed term exclusion (Headteacher or Deputy only)

## **Staff Guidelines**

- Every member of staff has a responsibility for upholding standards of behaviour in school.
- When speaking to a child about their behaviour, staff members will use an appropriate tone and level of voice, and generally avoid shouting. Using a raised level of voice might appear confrontational to the pupil, resulting in the opposite effect to that desired.
- Teachers should ensure lessons are well planned with good pace and meet the needs of the children. Good classroom organisation minimises opportunities for poor behaviour.
- Lessons, instructions, resources and activities should be appropriately adapted if there are specific needs in the class which may prevent a child from accessing the lesson fully.
- Staff will listen to all sides of the story before making a decision about whether to give a sanction.
- Staff should not punish the whole class for the actions of an individual or small group.
- Staff should respect confidentiality.
- Focus on praise and reward as much as possible. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failure.
- Aim to give sanctions in a timely manner. Sanctions have more impact if they are given immediately following the negative behaviour. Avoid carrying sanctions over a weekend unless the behaviour was particularly poor.
- Praise in public, reprimand in private (PIP and RIP). If a child needs to be reprimanded in private, do not leave the rest of the class unattended. Children should be supervised at all times.
- Reprimanding in public, over-chastisement, not listening to all sides, naming and shaming, unfairness, favouring some more than others and over-punishing can all lead to resentment and poor relationships. Good relationships are vital for positive behaviour management.
- Aim to give a verbal warning in the first instance. This is often enough to correct negative behaviour.
- Except in situations of repeated, negative behaviour in a short time, children should always remain in the classroom so that they can be part of the learning. If a child is sent to another classroom it should be for a set time (no more than 30 minutes) and they should be given work to complete in that time.
- Occasionally it may be appropriate for a child to be sent out of the classroom for a period of calming down. In these situations the teacher should check on the child every 5 minutes to see if they are able to come back into class.
- Children should be supervised at all times by an adult, both in the classroom or during a calming 'time out'.
- Understand that all behaviour is a form of communication. If a child is displaying negative behaviour, try to establish why that might be. Look at the antecedent to the behaviour to establish what triggered it. It may be that the work is too hard or too easy, someone may have upset them, something might be going on at home or they may have unmet/unrecognised needs.

## **Progression with behaviour management**

In the Early Years and Key Stage 1, behaviour management is very much about teaching children about our school rules and why they are important. Children are taught that there are consequences to their actions and staff members will use the Traffic Light system for managing behaviour.

The Traffic Light system is as follows:

- All children start the day in the green traffic light
- They will be given a verbal warning about any negative behaviour
- Their name will be moved into the amber traffic light if poor behaviour continues
- If their name is moved into the red light for further rule breaking, they have their name put in the Behaviour Book which helps us to identify patterns of behaviour.
- After the red light, is a blue triangle and if a child has their name moved to the triangle, they are isolated within the classroom for 10 minutes.
- Further poor behaviour will lead to the child being isolated from their peers for a set period of time to complete work (no more than 30 minutes).

As the children go through Key Stage 2 (KS2) it is expected that they will have a good understanding of the school rules and after Christmas in Y3, it is expected that the traffic lights will no longer be used. In some cases, it may be appropriate to continue with the traffic light system for some children. This should be discussed with the Headteacher. Sanctions will continue to be given to children in KS2 but these should be more about restorative justice and a clear explanation given to the child about the reason for the sanction. The sanction should be appropriate to the behaviour displayed i.e. 'the punishment should fit the crime'. Throughout KS2, children are encouraged to be more reflective about the impact of their behaviour and how it affects others. Older children may decide on their own sanction in discussion with the class teacher.

## **Playtime and Lunchtime procedures**

Class teachers are responsible at playtimes for ensuring the children have had an opportunity to go to the toilet before going out. This avoids the need to re-enter the building during playtime. Children are not allowed to remain in the building unsupervised.

Children are not allowed to bring balls or equipment in from home for use at playtimes but may use those supplied by the school. When the children are able to use the school field, they can bring in their own lightweight balls.

Any children needing medical attention at playtime will be dealt with by the staff on duty. All teachers and teaching assistants have had basic first aid training. More severe injuries should be seen by one of the qualified first aiders. At lunch time there is a qualified first aider on duty inside who can deal with medical incidents.

Behaviour at playtimes should be dealt with by the staff on duty unless severity means the Headteacher should be involved. Sanctions to be applied at playtimes are:

- Standing with a member of staff for 5 minutes
- Stand with a member of staff for an additional 5 minutes if the offence is repeated
- Sent to the Senior Midday Assistant if problems continue.
- Senior Midday to inform the Headteacher if poor behaviour continues or is a severe incident such as violence, intimidation, racial or homophobic abuse, refusal to follow instructions or bad language.

## **Playtime Supervision**

Teachers and teaching assistants are required to perform supervisory duties including playtime supervision.

Staff on duty should ensure they are outside promptly. Children should not be sent out until there is at least one member of staff outside.

When on duty, staff should circulate and take the opportunity to socialise with children from other classes, whilst maintaining an overview of the play area and spotting problems before they escalate.

If it is too wet to go outside, the class teacher is responsible for the supervision of their own class. It is permissible for teams/teaching assistants to share supervision of indoor play allowing teachers a staggered break or to prepare resources for the next lesson, provided that classrooms are never left unsupervised.

## **Bullying**

Bullying will not be tolerated in any form and will be dealt with swiftly and fairly (see Anti-bullying policy).

## **Children with challenging behaviour**

Whilst the majority of children follow the strategies and rules outlined in this policy, a small minority will require extra support and guidance. Children who consistently exhibit challenging behaviour will be referred to the Headteacher who will, in liaison with the class teacher, develop an individual behaviour plan.

## **Pupils with Additional Needs**

Pupils who exhibit emotional and social difficulties are supported according to need. The Headteacher, SENCo and class teacher may develop an individual behaviour plan for that pupil or suggest necessary adaptations to the curriculum in order to support that child. Staff are expected to make the necessary adaptations to the behaviour policy and curriculum in order to meet the needs of those children and provide a positive and successful learning environment for that child.

## **Children in danger of exclusion**

We understand that disruptive behaviour can be an indication of unmet needs. We aim to intervene early and try to identify whether there are any causal factors. This might involve working with other agencies to support the child and family.

Challenging behaviour which persists despite interventions will result in an individual plan being implemented with parental involvement. If the behaviour continues to be challenging, exclusion will be considered. The specific needs of children, particularly those with special educational needs, disabilities or social/emotional problems will always be taken into account when considering exclusion.

Exclusion will be considered if:

- Despite interventions the child is in serious breach or persistent breaches of this behaviour policy
- Where allowing the pupil to remain in school would seriously harm the education or safety of the pupil or other members of the school

The decision will be made by the Headteacher (or Deputy in her absence) and shared with parents and the Governors.

In rare cases, exclusion may be considered for a 'one-off' offence. These can include:

Violence against any member of the school community  
Acts of aggression even though no physical injury may occur  
Sexual assault or abuse  
Selling drugs  
Carrying an offensive weapon  
Damage to or inappropriate use of school property  
Damage to another pupil's property Verbal abuse (including name calling)  
Failure to comply with an appropriate request from a member of staff  
Bullying (including cyber and homophobic/biphobic/ transphobic bullying)  
Racist remarks  
Serious contradictions of E-Safety rules  
Malicious accusations against a member of staff

Please see Appendix for further information on exclusions.

## **Positive Handling**

All staff have a duty of care and therefore can use reasonable force to prevent a pupil from committing a criminal offence, injuring themselves or others, causing damage to property or engaging in any behaviour prejudicial to maintaining good order and discipline at the school.

Before such an action, staff will employ a wide range of strategies in order to avoid this action.

All incidents of safe handling will be recorded appropriately.

Where possible, staff trained in Team Teach will be identified as the personnel to carry out the positive handling and will follow the plan and policy, recording the incident as required, this will also include time allocated for de-escalation.

Please see the Restraint Policy for further information.

### **Off Site Visits**

This policy also applies when children are off-site. If behaviour becomes unacceptable and meets any of the above criteria or is likely to bring the school into disrepute, the child will be returned to school and the necessary action in accordance with this policy will be taken.

### **Off Site Behaviour**

Any off-site incidents that are brought to our attention, when the children are in Gorse Covert Primary School uniform and could potentially bring the school into disrepute, will be dealt with in partnership with parents/carers as this may affect the good name of the school.

As a school, we work closely with our Community Support Policy to promote positive behaviour in our local community.

When negative behaviour **outside** school starts to affect pupils **inside** school e.g emotionally withdrawn due to bullying/threatening behaviour occurring outside school, the school will also become involved, even if the incidents are not occurring during school hours.

### **Searching of Pupils**

The Headteacher, or other senior leaders, are allowed to search pupils without their permission when they think the pupil has either a dangerous or illegal item/s on their person or their personal belongings.

### **Parent/Carer Support**

Children's behaviour is much better when the school and parents work together to provide a consistent message. We expect parents to support their child's learning and to co-operate with the school. We aim to provide a positive and supportive dialogue between home and school. Whilst we will not inform parents of every minor misdemeanour, we will inform parents when their child's behaviour is becoming a concern to the school.

Gorse Covert Primary School supports not only our children, but also the families within our school community. Therefore, parents and carers will be supported by the school when implementing our positive behaviour expectations, boundaries and sanctions at home that are consistent with those used in school.

We value the academic, social and emotional progress of our children and aim to work closely with the families in order to ensure each child achieves their potential.

## **Appendix Information for parents about Exclusion**

### **Principles**

1. Exclusion is a sanction used by the school only in cases deemed as serious breaches of the school behaviour policy. A pupil may be at risk of exclusion from school for:
  - Verbal or physical assault of a child or adult
  - Persistent and repetitive disruption of lessons and other students' learning
  - Extreme misbehaviour which is deemed outside the remit of the normal range of sanctions
2. A Fixed Term Exclusion from the school can only be authorised by the Headteacher or the Deputy Headteacher acting on their behalf. If none are available to authorise the exclusion a decision should be deferred until the opportunity for authorisation is available.
3. In the case of a Permanent Exclusion this can only be authorised by the Headteacher and must only be done after consulting the Chair of Governors of the intention to impose this sanction, although the final decision rests with the Headteacher of the school.
4. The school seeks to reduce the number of incidents leading to exclusions by promoting a positive atmosphere of mutual respect and discipline within the school.
5. The school regularly monitors the number of Fixed Term Exclusions to ensure that no group of students is unfairly disadvantaged through their use and that any underlying needs of individuals are being fully met.

### **Notification of Exclusion**

1. Parents will be notified as soon as possible of the decision to exclude a student and the reason for the exclusion. This will be done on the day of the exclusion being authorised by either direct phone contact or a face-to-face meeting. A written communication of the reason(s) for the exclusion will be sent to parents the same day.

2. In the case of a Permanent Exclusion, parents will be notified by the Headteacher in a face-to-face meeting.
3. A child who has been excluded will have the reason for his/her exclusion explained to them by a member of staff so that they understand the nature of their misbehaviour.
4. The school will also work to put in place a programme for the pupil on his/her return. This will include input from staff at the school, parents, if appropriate, and any other appropriate bodies e.g Attendance Service, or the Local Authority. It is hoped that in most cases following an exclusion, the child will be able to return to school and that further input will promote in him/her a more positive attitude and a subsequent improvement in behaviour.
5. The Chair of Governors and relevant school staff will be notified of all Fixed Term Exclusions the same day of the production of the exclusion letter, which they will receive a copy of; it will clearly outline the reasons for the exclusion.

### **Returning from a Fixed Term Exclusion**

All children returning from a Fixed Term Exclusion are required to attend a reintegration meeting, accompanied by the parent. This meeting will seek to establish practical ways in which further exclusion can be avoided and behaviour modified to acceptable standards in partnership between child, parent and school.

### **Permanent Exclusions**

A school will usually only permanently exclude a child as a last resort, after trying to improve the child's behaviour through other means. However, there are exceptional circumstances in which a Headteacher may decide to permanently exclude a pupil because of on-going issues or even a 'one-off' incident.

If your child has been permanently excluded, be aware that:

- The school's governing body is required to review the Headteacher's decision and you may meet with them to explain your views on the exclusion
- If the governing body confirms the exclusion, you can appeal to an independent appeal panel organised by the local authority
- The school must explain in a letter how to lodge an appeal
- The local authority must provide full-time education from the sixth day of a permanent exclusion

### **Appeals**

All correspondence regarding an exclusion from the school will inform parents of their right to appeal to the Governing Body against the decision to exclude. The procedure is clearly set out in the statutory guidance. The person who should be contacted to initiate an appeal is the Clerk to the Governors.

