



# 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:**

- 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

### 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.

<b>For the wrongdoer – to be asked first</b>	<b>For the Victim</b>
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 SLT will be involved.

### **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**

**Jan 2018**

This policy will be reviewed in Aut 18 or sooner if legislation changes or self-evaluation of the policy in practice leads to the need for amendment.

## **In Class Procedures.**

<p><b>1. Things that momentarily disrupt learning could include:</b></p> <p>fussing shouting out not listening wandering when should be sat swinging on chairs</p>	<p>Class teacher decides on appropriate action:</p> <p>Quick response using</p> <ul style="list-style-type: none"> <li>• Traffic lights – refer to green behaviour: ‘To stay in green you need to.....’</li> <li>• Scripted language – ‘You need to....’ ‘Thank you for....’</li> </ul>
<p><b>2. Things that disrupt their learning and the learning of others / affecting their right to learn:</b></p> <p>repeatedly shouting out making disruptive noises 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</p>	<p>Speak to child about behaviour using</p> <ul style="list-style-type: none"> <li>• traffic lights</li> <li>• scripted language: ‘You need to....’ ‘Thank you for....’</li> <li>• help to achieve the behaviour</li> <li>• model the behaviour</li> <li>• take up time</li> <li>• impose a consequence</li> <li>• Discussion in child’s time – restorative</li> </ul> <p>If this behaviour becomes regular</p> <ul style="list-style-type: none"> <li>• Inform parents</li> <li>• Impose sanctions when needed</li> <li>• Log incidents and conversations on individual log</li> </ul> <p>If continues – move to level 3 section 2</p>
<p><b>3. Dangerous / aggressive and disruptive behaviour:</b></p> <p>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 climbing on furniture dangerously intentional biting scratching spitting hitting kicking</p>	<p>1. The first incident should be dealt with by the class teacher if possible. Class teacher to decide on action to take which may include:</p> <ul style="list-style-type: none"> <li>• Scripted language and further actions if needed</li> <li>• Distraction and de-escalation</li> <li>• Speaking to the child about their behaviour</li> <li>• Restorative Practice</li> <li>• Time out with a year group adult in a calm space</li> <li>• Imposing a sanction – miss next play or dinner time</li> </ul> <p>Where dealt with by the class teacher – Children need to be aware that all work needs to be completed (play / dinner time) Purple slips should be filled in and given to the relevant member of the SLT asap. Parents should be informed of the first level 3 incident by the class teacher. Incidents should be logged on the child’s individual log. Phase Leaders should be made aware so that they can support if needed.</p> <p>If extra support is needed at the time:</p> <ul style="list-style-type: none"> <li>• Phone Miss Lewis on 247 and ask for support</li> <li>• In extreme circumstances the class should be taken elsewhere.</li> </ul> <p>If outside the classroom:</p> <ul style="list-style-type: none"> <li>• The child should be given calming time if needed before an adult intervenes.</li> <li>• Reflection and calming activities may take place</li> </ul>

	<ul style="list-style-type: none"> <li>The child will return to class when and if appropriate, in consultation with the class teacher or SLT</li> </ul> <p>2. If this behaviour is repetitive</p> <ul style="list-style-type: none"> <li>Class Teacher arranges a meeting with parents</li> <li>Class Teacher decides on actions to use and length of time to have in place (Eg. behaviour book, daily update for parents, daily report to Phase Leader, etc). This is then shared with parents at the meeting. Parents are to be made aware of the need to complete work at play/dinner/home.</li> <li>Record of conversation to be logged and stored in class behaviour folder.</li> <li>Class Teacher monitors actions put in place with daily / weekly updates for parents.</li> </ul> <p>Keep strategies in place for decided number of weeks. If continued repeats once strategies have been supported for a sustained period of time then:</p> <ul style="list-style-type: none"> <li>Class Teacher meets with Phase Leader to look at the evidence and strategies tried.</li> <li>Support on further strategies with possible referral to LM, SENCO, PWSO or SLT.</li> <li>A meeting will take place with parents and all involved to put actions in place.</li> <li>All involved to monitor actions with regular agreed updates for parents.</li> </ul> <p>3. If the situation continues then staff involved will consult to decide on referral to outside agencies.</p>
<p><b>4. Very dangerous aggressive and disruptive behaviour:</b> 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 teaching and learning of others or the smooth running of the school Serious intentional vandalism. Swearing at an adult. Racial abuse.</p>	<p><b>Distraction and de-escalation techniques will need to be used in these situations.</b></p> <p>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 247 and ask for Key Stage ASSISTANT HEAD, DEPUTY, HEAD, HEADTEACHER (in that order) to assist if needed.</p> <p>SLT gather information and report to Headteacher or Deputy Headteacher. SLT will 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. (EG. Internal exclusion, playground exclusion, lunchtime exclusion, fixed term exclusion)</p> <p>SLT will decide on strategies with possible involvement from LM, SENCO, PWSO, outside agencies.</p> <p>An official meeting may take place with parents to put actions in place.</p> <p><b>If repeated follow actions above.</b> 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>

## Out of Class Procedures.

<p><b>1. low level</b></p> <p>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>Adult decides on appropriate action:</p> <p>Quick response with use of</p> <ul style="list-style-type: none"> <li>• Traffic lights – refer to green behaviour: ‘To stay in green you need to.....’</li> <li>• Scripted language – ‘You need to....’ ‘Thank you for....’</li> </ul>
<p><b>2. behaviour that may cause harm</b></p> <p>contact play fighting name calling spoiling other people’s games hurting others whilst playing</p>	<ul style="list-style-type: none"> <li>• speak to child about behaviour using scripted language: ‘You need to....’ ‘Thank you for.....’</li> <li>• refer to traffic lights</li> <li>• help to achieve the behaviour</li> <li>• model the behaviour</li> <li>• take up time</li> <li>• there will be a consequence</li> </ul> <p>If continues</p> <ul style="list-style-type: none"> <li>• Child has 5 mins time out.</li> <li>• Discuss behaviour using scripted language, traffic lights and school rules.</li> </ul> <p>If further continuation</p> <ul style="list-style-type: none"> <li>• Child is brought inside</li> <li>• Yellow slip to be filled in and put in class teacher’s pigeon hole</li> </ul> <p>If yellow slips become regular the class teacher</p> <ul style="list-style-type: none"> <li>• Inform parents</li> <li>• Imposes sanctions when needed</li> <li>• Logs incidents and conversations on individual log</li> </ul> <p>If continues – move to level 3 section 2</p>
<p><b>3. Dangerous and aggressive behaviour.</b></p> <p>arguing with adults answering back not following instructions refusal to wear a seatbelt stealing racist/ sexist/ homophobic/ family name calling throwing things dangerously climbing on walls / fencing provoked violence swearing sexual behaviour intentional biting scratching</p>	<p>1. This should be dealt with by the adult there if possible. The adult is to decide on action to take which may include:</p> <ul style="list-style-type: none"> <li>• Scripted language and further actions if needed</li> <li>• Distraction and de-escalation</li> </ul> <p>The child should be brought into school where they will be spoken to about their behaviour</p> <p>Where dealt with –</p> <p>Purple slips should be filled in and given to the relevant member of the SLT asap if not already involved.</p> <p>A sanction will be given – eg time off the yard</p> <p>Parents should be informed of the first level 3 incident by the class teacher.</p> <p>Incidents should be logged on the child’s individual log.</p> <p>Phase Leaders should be made aware so that they can support if needed.</p> <p>If extra support is needed at the time:</p> <ul style="list-style-type: none"> <li>• An adult asks for SLT support at the office</li> <li>• In extreme circumstances the bell will be rung and playtime ended.</li> </ul>

<p>spitting hitting kicking nipping</p>	<p>When in school:</p> <ul style="list-style-type: none"> <li>• The child should be given calming time if needed before an adult intervenes.</li> <li>• Reflection and calming activities may take place</li> <li>• The child will return to class when and if appropriate, in consultation with the class teacher or SLT.</li> </ul> <p>2. If this behaviour is repeated</p> <ul style="list-style-type: none"> <li>• Follow actions for number 1.</li> <li>• Class Teacher arranges a meeting with parents</li> <li>• Class Teacher decides on actions to use and length of time to have in place (Eg. time off the playground, behaviour book, daily update for parents, daily report to Phase Leader, etc). This is then shared with parents at the meeting.</li> <li>• Record of conversation to be logged and stored in class behaviour folder.</li> <li>• Class Teacher monitors actions put in place with daily / weekly updates for parents.</li> </ul> <p>Keep strategies in place for decided number of weeks. If continued repeats once strategies have been supported for a sustained period of time then:</p> <ul style="list-style-type: none"> <li>• Class Teacher meets with Phase Leader to look at the evidence and strategies tried.</li> <li>• Support on further strategies with possible referral to LM, SENCO, PWSO or SLT.</li> <li>• A meeting will take place with parents and all involved to put actions in place.</li> <li>• All involved to monitor actions with regular agreed updates for parents.</li> </ul> <p>3. If the situation continues then staff involved will consult to decide on referral to outside agencies.</p>
<p><b>4. Very dangerous and aggressive behaviour.</b> 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>	<p><b>Distraction and de-escalation techniques will need to be used in these situations.</b></p> <p>Most appropriate person takes the child from the yard to a calm space and a member of the SLT is informed. If the child will not leave call for a member of the SLT.</p> <p>SLT to gather information and report to Headteacher or Deputy Headteacher. A purple form will be filled in 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. (Internal exclusion, playground exclusion, lunchtime exclusion, fixed term exclusion) SLT will decide on strategies with possible involvement from LM, SENCO, PWSO, outside agencies. An official meeting may take place with parents to put actions in place.</p> <p><b>If repeated follow actions above.</b> 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>

