



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.

At Gladstone Road our behaviour policy is based on traffic lights and scripted language. We use the concept of ‘green’ to represent behaviour that is acceptable.

Traffic lights are displayed in every classroom with the children’s names on them. All children start each day / session on the green traffic light. Children are reminded about green behaviour throughout the day.

This is done through scripted language:

Show me..... green listening, green sitting,green lining up.

We also use scripted positive praise to encourage children:

Well done for and Thank you for

That’s lovely / amazing / brilliant green lining up, green listening,green sitting

If a child does not have the right attitude we talk about the behaviour we want to see by saying:

You need to and To stay in green you need to

We repeat instructions if they are not followed.

We move a child’s name down the traffic lights if needed and tell the child what they need to do to move back to green – To move back to green you need to..... We move them back to green as soon as we see the behaviour we want (even if it is a matter of seconds!)

We say Thank You for to children when they do as we have asked.

We aim to further develop positive behaviour by

- Using positive strategies that reward and reinforce good behaviour.
- Sharing children’s responsibilities and allowing children responsibilities.
- Discussing inappropriate behaviour and imposing sanctions where needed.

Positive Behaviour – Strategies and Rewards

Good behaviour is expected **all** the time and will be consistently acknowledged and rewarded. Positive behaviour is highlighted and praised using references to traffic lights and scripted language. This 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.
- Nominations for Good News assemblies in KS1 and the Brocklehurst Award in KS2.

School Rules

Our School rules demonstrate the behaviours that we value and are used in a positive way. They 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

We refer to our school rules regularly and they are displayed around the school, in classrooms and in the playground so that they can be used when needed.

Buckets full of Kindness.

This strategy 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 placed in a whole school bucket. Two from the whole school bucket 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

Children are also given responsibilities in the form of jobs including Head Boy and Head Girl, Eco Warriors, recycling roles, supporting in KS1 and peer mentors.

Negative Behaviour – Strategies and Sanctions

Negative behaviour is dealt with following the guidance later in the policy (In class and Out of class procedures). This lays out the strategies to use, other staff to involve and when to inform parents.

We discuss negative behaviour with children. We use a range of strategies in doing this including traffic lights, scripted language, the school rules and restorative practice.

We use sanctions (appropriate to the age and level of support needed) to show children that there are consequences to incidents of poor behaviour. Children have to be on the green traffic light before they go out to play / go home at the end of the day and unfinished work due to behaviour must be completed during playtime.

Restorative Practice

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 is used by staff to work through simple problems between children. In more complex cases the SLT will be involved.

Under the Equality Act 2010, the school has legal duties to consider in relation to the Safeguarding of Pupils and in respect of pupils with SEND. Where necessary, the school is obliged to consider reasonable adjustments in order to meet this duty. A team approach will be taken towards this and may include support plans specific to children’s needs, close liaison with parents and support from outside agencies if needed.

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.

Informal, unofficial, or cooling off exclusions of any kind are unlawful even with the parents’ consent. Therefore any direction from the Head Teacher, or Deputy in their absence, to send a pupil home would need to be recorded as a Fixed or Permanent Exclusion and parents would need to be communicated as such according to statutory guidance and legislation.

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 and Documents:

Anti-bullying Policy

Equalities Policy

SEND Code of practice

Teaching and Learning Policy

Parent / carer behaviour policy

Staff code of conduct

EQUALITY ACT 2010

KEEPING CHILDREN SAFE IN EDUCATION 2018

WORKING TOGETHER TO SAFEGUARD CHILDREN 2018

BEHAVIOUR AND DISCIPLINE IN SCHOOLS 2016

MENTAL HEALTH AND BEHAVIOUR IN SCHOOLS 2018

Autumn 2019

This policy will be reviewed in **Autumn 2020** or sooner if legislation changes or self-evaluation of the policy in practice leads to the need for amendment.

In Class Procedures.

<p>1. Things that momentarily disrupt learning could include:</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"> • Traffic lights – refer to green behaviour: ‘To stay in green you need to.....’ • Scripted language – ‘You need to....’ ‘Thank you for....’
<p>2. Things that disrupt their learning and the learning of others / affecting their right to learn:</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"> • traffic lights • scripted language: ‘You need to....’ ‘Thank you for....’ • help to achieve the behaviour • model the behaviour • take up time • impose a consequence (especially if on the red traffic light) • Discussion in child’s time – restorative <p>If this behaviour becomes regular</p> <ul style="list-style-type: none"> • Inform parents • Impose sanctions when needed • Log incidents and conversations on individual log <p>If continues – move to level 3 section 2</p>
<p>3. Dangerous / aggressive and disruptive behaviour:</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"> • Scripted language and further actions if needed • Distraction and de-escalation • Speaking to the child about their behaviour • Restorative Practice • Time out with a year group adult in a calm space • Imposing a sanction – miss next play or dinner time <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 /CPOMs should be completed and given to the relevant member of the SLT asap. Parents should be informed of level 3 incidents by the class teacher where possible. 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"> • Phone Miss Lewis on 247 and ask for support • In extreme circumstances the class should be taken elsewhere. <p>If outside the classroom:</p> <ul style="list-style-type: none"> • The child should be given calming time if needed before an adult intervenes.

	<ul style="list-style-type: none"> • Reflection and calming activities may take place • The child will return to class when and if appropriate, in consultation with the class teacher or SLT <p>2. If this behaviour is repetitive</p> <ul style="list-style-type: none"> • Class Teacher arranges a meeting with parents • 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. • Record of conversation to be logged and stored in class behaviour folder. • Class Teacher monitors actions put in place with daily / weekly updates for parents. <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"> • Class Teacher meets with Phase Leader to look at the evidence and strategies tried. • Support on further strategies with possible referral to LM, SENCO, PWSO or SLT. • A meeting will take place with parents and all involved to put actions in place. • All involved to monitor actions with regular agreed updates for parents. <p>3. If the situation continues then staff involved will consult to decide on referral to outside agencies.</p>
<p>4. Very dangerous aggressive and disruptive behaviour: 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. Racial abuse.</p>	<p>Distraction and de-escalation techniques will need to be used in these situations.</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>If repeated follow actions above. 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>1. low level</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"> • Traffic lights – refer to green behaviour: ‘To stay in green you need to.....’ • Scripted language – ‘You need to....’ ‘Thank you for....’
<p>2. behaviour that may cause harm</p> <p>contact play fighting name calling spoiling other people’s games hurting others whilst playing</p>	<ul style="list-style-type: none"> • speak to child about behaviour using scripted language: ‘You need to....’ ‘Thank you for.....’ • refer to traffic lights • help to achieve the behaviour • model the behaviour • take up time • there will be a consequence <p>If continues</p> <ul style="list-style-type: none"> • Child has 5 mins time out. • Discuss behaviour using scripted language, traffic lights and school rules. <p>If further continuation</p> <ul style="list-style-type: none"> • Child is brought inside • Yellow slip to be filled in and put in class teacher’s pigeon hole <p>If yellow slips become regular the class teacher</p> <ul style="list-style-type: none"> • Inform parents • Imposes sanctions when needed • Logs incidents and conversations on individual log <p>If continues – move to level 3 section 2</p>
<p>3. Dangerous and aggressive behaviour.</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"> • Scripted language and further actions if needed • Distraction and de-escalation <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 /CPOMs should be completed and given to the relevant member of the SLT asap if not already involved.</p> <p>A sanction will need to be given – eg time off the yard</p> <p>Parents should be informed of level 3 incidents by the class teachers where possible.</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"> • An adult asks for SLT support at the office

<p>spitting hitting kicking nipping</p>	<ul style="list-style-type: none"> • In extreme circumstances the bell will be rung and playtime ended. <p>When in school:</p> <ul style="list-style-type: none"> • The child should be given calming time if needed before an adult intervenes. • Reflection and calming activities may take place • The child will return to class when and if appropriate, in consultation with the class teacher or SLT. <p>2. If this behaviour is repeated</p> <ul style="list-style-type: none"> • Follow actions for number 1. • Class Teacher arranges a meeting with parents • 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. • Record of conversation to be logged and stored in class behaviour folder. • Class Teacher monitors actions put in place with daily / weekly updates for parents. <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"> • Class Teacher meets with Phase Leader to look at the evidence and strategies tried. • Support on further strategies with possible referral to LM, SENCO, PWSO or SLT. • A meeting will take place with parents and all involved to put actions in place. • All involved to monitor actions with regular agreed updates for parents. <p>3. If the situation continues then staff involved will consult to decide on referral to outside agencies.</p>
<p>4. Very dangerous and aggressive behaviour. 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. Racial abuse.</p>	<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 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>If repeated follow actions above. 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>

Games Behaviour Ladder (to support Sports Coaches)

<p>1. Things that momentarily disrupt learning:</p> <p>Fussing shouting out not listening wandering when should be sat fiddling with equipment</p>	<p>Adult decides on appropriate action:</p> <p>Quick response with use of</p> <ul style="list-style-type: none"> • Traffic lights – refer to green behaviour: ‘To stay in green you need to.....’ • Scripted language – ‘You need to....’ ‘Thank you for....’ 	<p>When-then direction Eg. When you have calmed down then you can join back in.</p> <p>Partial agreement Eg. I agree that you are finding it tricky but try your best.</p> <p>Take-up time Eg. I’ll give you 2 minutes to calm down and join back in.</p> <p>Model and practise behaviour required.</p>
<p>2. Things that disrupt their learning and the learning of others:</p> <p>repeatedly shouting out making disruptive noises shouting across the room / space talking when asked not to task avoidance name calling minor damage of school property passive work refusal provocation</p>	<p>Speak to child about behaviour using</p> <ul style="list-style-type: none"> • traffic lights • scripted language: ‘You need to....’ ‘Thank you for.....’ • help to achieve the behaviour • model the behaviour • take up time • impose a consequence (especially if on the red traffic light) • Discussion in child’s time – restorative <p>If continues</p> <ul style="list-style-type: none"> • Child has 5 mins time out with extra adult. • Discuss behaviour using scripted language, traffic lights and school rules. • Child joins back in and extra adult stays in close proximity. • Extra adult gives further support if needed. • Class teacher to be informed and child to miss playtime next day if deemed necessary. • Log in behaviour folder. 	

<p>3. Dangerous and aggressive behaviour:</p> <p>arguing with adults / answering back not following instructions refusal to wear a seatbelt persistent provocation stealing racist /sexist /homophobic /family name calling throwing things dangerously climbing on walls / fencing provoked violence swearing sexual behaviour aggressive work refusal disrupting the teaching and learning of others climbing on furniture dangerously intentional: biting scratching spitting hitting kicking</p>	<p>Distraction and de-escalation techniques will need to be used in these situations.</p> <p>If off site – time out should be supported by the extra member of staff. Depending on incident and frame of mind of child, consideration needs to be given as to whether school should be contacted.</p> <p>If on site – send a child to the office to ask for support if needed.</p> <p>Supporting person takes the child from the group to a calm place. If the child will not leave, alternative solutions will need to be used (e.g. allow time, find a quiet space in the room, move class if needed)</p> <p>The steps below should then be followed by supporting person: Calming down time should be used if needed, investigate what happened and carry out reflective work if possible.</p> <p>Depending on the incident, frame of mind, the number of previous incidents, age and Key Stage of the child they may need to be away from the group for a period of time. If appropriate the child may be brought back to class with support for a period of time. If serious or the risk of staying is high, school should be phoned and the child will be picked up and brought back to school.</p> <p>On return to school (if brought back early):</p> <ol style="list-style-type: none"> 1. Assistant Head works with child in first instance. 2. Assistant Head fills in purple slip. 3. Assistant Head informs Class Teacher. 4. Assistant Head will inform parents if needed. 5. Incident / Meetings / phone conversations to be logged in behaviour folder. <p>On return to school (if brought back at the end of the day)</p> <ol style="list-style-type: none"> 1. Member of staff informs Assistant Head or other member of SLT. 2. Child will be spoken to and consequence discussed. 3. Purple slip filled in and parents informed. <p>Depending on severity of incident, number of incidents etc consideration will be given to allowing specific children to access off-site games and alternative plans will be put in place for a decided amount of time.</p>
<p>4. Very dangerous and aggressive behaviour:</p> <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 teaching and learning of others or the smooth running of the school. Serious intentional vandalism. Racial abuse.</p>	<p>4. Distraction and de-escalation techniques will need to be used in these situations.</p> <p><u>If Off-site school should be contacted straight away.</u></p> <p><u>If On-site support should be sent for straight away.</u></p> <p>DEPUTY / HEAD will decide on action and parents will be informed at decided time by phone, letter or both. (Internal exclusion, playground exclusion, Games 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>