

# ***Gilbert Scott Primary School***

## ***Behaviour Policy***

The aims and principles of our policy are:

- to create an environment that has high expectations of and reinforces good behaviour
- to develop pupils' self-discipline and self-control, encouraging pupils to recognise and respect the rights of others
- to enhance pupils' self – esteem & motivate pupils to make the right choices
- to enforce sanctions, ensuring pupils are aware that in life there are consequences for the actions they take.

All adults encountered by the pupils at school have an important responsibility to model high standards of behaviour, both in their dealings with the pupils and with each other; their example has a significant impact on the children.

We believe that an appropriately structured curriculum, a well managed class and effective teaching methods contribute to good behaviour.

### Involving parents

We believe that it is essential to keep parents well informed about their child's behaviour in school. A positive partnership with parents is crucial to building trust and developing a common approach to high expectations and strategies for dealing with unacceptable or unwanted behaviours.

Parents/carers will always be informed at an early stage if any member of staff has concerns about a pupil's behaviour.

It is principally the responsibility of the class teacher to make contact with parents. Class teachers will monitor and collate records that show when pupils have had a Verbal Reminder. If the concerns about behaviour continue the pupils concerned will be discussed with the Lead for Behaviour and an appropriate support strategy put in place (see paragraphs 'Dealing with serious misbehaviour' & 'On-going concerns'). Parents must be made aware, at all times, that it is unacceptable to approach someone else's child to deal with a behaviour issue. All incidents must be dealt with through the school and in accordance with the behaviour policy.

### Establishing Class Rules

At the beginning of the new school year all class teachers should establish the class rules with their class. The number of rules should be kept to a minimum (about five).

These rules should:

- be agreed and understood by all class members
- be displayed prominently in the classroom and referred to on a regular basis
- be illustrated with pictures/and or photographs
- be phrased positively (e.g. 'always speak politely' rather than 'don't be rude')
- be reviewed at the beginning of each new term

### Attitudes to learning

At the beginning of the year each pupil will set themselves an individual behaviour target with support from the Class Teacher (and Pupil & Family Support Worker /Pupil Support Worker if appropriate). This is a time for pupils to consider their learning styles and allows pupils to consider the effect their behaviour has on their own learning and the learning of others.

The targets set may be linked to their concentration in class, whether they contribute to class discussions, distract others etc. These targets will be shared with the class and displayed next to a photograph of the child. All pupils are expected to support their peers and encourage them to meet their targets. The targets set are reviewed at the beginning of each term and then adjusted termly and the display refreshed termly.

The Passport System is used to ensure that the pupils who continually adhere to school rules do not go unnoticed. It is a system that offers a chance to pupils who choose to not comply with the school and classroom rules and sanctions are put in place to those who continue to not make the right choices.

### How does it work?

#### For KS1 and KS2

- A **GO** box, a **STOP** box and a clearly labelled Time Out table are set up in each classroom. In KS1 a visual board is set up with column headings of a happy face, W, VR and RR.
- At the start of every term, each child is issued with a passport which they are allowed to decorate to ensure ownership.
- At the beginning of each day, every pupil's passport starts in the **GO** box. In KS1 all pupils' names are listed under the happy face on a board.
- During a session if a child in KS2 misbehaves a yellow warning card is given. If a child in KS1 misbehaves, their name is moved on the board to the W column.
- During the same session, if the behaviour does not improve, then in KS2 a red verbal reminder card (VR) is given, in KS1 their name is moved to the VR column. This is noted with a VR on the passport for the corresponding day.
- If the behaviour continues within the same session, then a Rule Reminder (RR) is given and they lose their passport for the day. In KS1 their name is moved to the RR column. Their passport is then put into the **STOP** box. This is noted with a RR on the passport for the corresponding day and the reason for loss of passport written on the back of the passport.
- The next session begins with a fresh start except for those who have already lost their passports.
- Once a child has lost their passport and their behaviour continues to be unacceptable, they will be sent to sit on their own at the Time Out table and continue with their work. This is noted with TOIC on their passport.
- If after a TOIC the behaviour continues to be unacceptable, they will be sent with a TA to another class, with their work, to do a Time Out of Class (TOC). This is noted with TOC on their passport. They will complete their work for the rest of the session. The class teacher will contact the parents/carers to inform them about their child's behaviour.
- If a child receives 4 VRs within a 24 hour period, they will be sent to detention at lunchtime.
- If a child has **intentionally** hurt another child through physical contact, their passport is lost immediately and is given a lunch time detention.
- If a child has used foul language, their passport is lost immediately and is given morning and lunch detention for **five** days.
- During playtimes and lunch times, if a child has intentionally hurt another child through physical contact, has been play fighting they will immediately lose their passport, be

sent to the time out area and will be given a lunch time detention. Their class teacher will be informed.

- At the end of each day or week, passports are completed with ticks for each day when a child has kept their passport.
- A passport monitoring sheet is filled in weekly for every half term to keep a record of who has kept or lost their passport.

#### **Sessions within the school day for KS1:**

Session 1 ~ 8:45am – 10:35am

Session 2 ~ 10:35am – 11:55am

Session 3 ~ Lunch: 11:55am – 12:55pm

Session 4 ~ 12:55pm – 2:00pm

Session 5 ~ 2:00pm – 3:10pm

#### **Sessions within the school day for KS2:**

Session 1 ~ 8:45am – 10.35am

Session 2 ~ 10.35am – 12:10pm

Session 3 ~ Lunch: 12:10pm – 1:10pm

Session 4 ~ 1:10pm – 2:10pm

Session 5 ~ 2:10pm – 3:15pm

#### EYFS

Passports are not used in the Early Years Foundation Stage. During EYFS there are two slightly different systems. These feed into the subsequent 'Passport' system

#### SEN Pupils:

As Gilbert Scott Primary has 2 Enhanced Learning Provision Units (one in KS1 and one in KS2) and a significant amount of pupils with Statements or at School Action Plus for Social Communication Difficulties, these pupils may be given Behaviour sheets to support the Passport system, with 1 target at the top (e.g. I can follow instructions first time) and the sheet split into sessions that can be ticked to indicate they have kept their passport. This is so they can see that they have kept their passports and to help them follow the school and class's rules. They may also have access to individual visual timetables and Teaching Assistant (TA) support. This extra provision is to remove their barriers to retaining their passport and they are still expected to follow the school's and classes' mainstream rules. This support and any changes will be discussed with the SENDCo and any other staff involved, and recorded on the school's Provision Map.

#### Lunch Time Detention

Members of teaching staff will supervise lunchtime detentions in the library or their rooms on a rota basis. Class teachers or a TA are expected to walk the pupil(s) to the classroom for the detention and to explain to the member of Staff who is supervising the detention why they are there. Pupils who are in the detention will all have lunch together with the staff member who is supervising the detention at approximately 12 o'clock in KS1 or 12.25pm in KS2. The member of Staff on detention duty must ensure that the pupils complete a 'Time to reflect' sheet and discuss with them why they are in detention and the other behaviour choices they could have made to avoid the detention. They will answer the following questions:

What did you do wrong?

Which class rule did you break?

What is your explanation?

What do you need to do to put things right?

These sheets can be found in the Red Detention Folder that is held in the School office. When the pupils leave detention they will take the completed 'Time to reflect' sheet with them back to their class to show they have thought about their behaviour and completed their detention.

## Rewards

### How are pupils recognised for their achievements?

On Friday afternoon **Reception & KS1 class teachers** choose a pupil who has impressed them that week with their behaviour in terms of effort or they may have shown a particular act of kindness. This pupil then gets to take home a toy, with a diary to complete, for the weekend.

**In both KS1 & 2**, the class teacher in the Monday Merit assembly will call out the names of pupils who achieved a full passport for the previous week. Pupils stand up when their names are called and they are applauded together as a class in recognition for their positive contribution to the life of the school.

## Passport treat

Pupils who keep their passport for the complete half term, without losing it once, are entitled to go out on a trip or go to a reward such as a disco (rewards are organised by the Behaviour Treat Working Party made up by a cross-section of staff), these pupils are known as *Gold group*. Pupils who lose their passports 1, 2 or 3 times are entitled to watch a DVD during the time Gold group are out on their treat or at their disco, they are known as *Silver group*. Pupils who have lost their passports 4 or more times, will remain in school and they are expected to work during this time in a room supervised by a member of staff in silence. This will be time to reflect on their behaviour and look at ways to change/adapt/improve. This group is known as the 'Work group'.

Parents of pupils who do not attend the passport treat may be contacted by the class teacher, or Pupil Support Worker, Pupil and Family Support Worker or member of the Leadership Team to come in and discuss the pupil's behavioural issues/concerns.

## Support ~ on Report/Behaviour sheet

At the end of every half term, the Deputy Head Teacher (lead for behaviour) records the amount of times children lose their passports and produces an analyses for the children who are in 'work group'. This is shared with the inclusion team where the referral of pupils is suggested to the P&FSW.

Pupils who lose their passport regularly will be put on Report.

To put a child on report, a discussion with the Class Teacher, Pupil's parents, Principal or DHT and any other adults working with the child at the time must take place. This will include the reasons for being on Report and the way the Report will be conducted and monitored. This can be in the form of a book or behaviour sheet.

When put on report or behaviour sheet, the pupil will:

- Be given a book where their behaviour in each session will be recorded by the class teacher or TA, Midday Supervisor Team Leader, with their behaviour target at the front of the book.
- Bring the book to a designated member of staff to have it looked at and signed at agreed parts of the day (e.g. end of the morning and afternoon sessions).

The report will be regularly reviewed with the relevant staff and pupil's parents/carers.

When on report, the child continues to work within the passport system and the class rules and school rules still apply to them.

It is hoped that being on Report will reflect back to the pupil, their parents and the adults when they are making the right decisions and how this impacts on their ability to access their learning and the Passport treat. The impact of the Report will be to support the child to rectify their behaviour choices and eventually no longer need the Report to support their behaviour choices.

#### Dealing with more serious misbehaviour and on-going concerns

From time to time a class teacher may experience more serious and unacceptable behaviour (e.g. aggressive behaviour towards another pupil, swearing, speaking rudely to an adult and persistent fighting in the playground). In these instances the pupil should be sent with an adult to the Principal, Deputy Head Teacher or a senior member of staff, or a 'red card' should be sent to the office where an available member of the SLT will collect the pupil from class. An incident sheet should be completed in these instances and then the Class Teacher/Teaching Assistant or member of Leadership Team will contact parents.

When a pupil's behaviour is causing on-going concern the class teacher will:

- Meet with the Principal/DHT/SENDCo to discuss further strategies including possibly being put on report, secluding the pupil from class, in school, for ½ day or 1 day - with work.
- Contact and meet with the parents/carers. In addition to this, the pupil may need to go on a report or behaviour sheet, where targets are set.
- Through discussion with the Principal a referral may be made to the P & FSW, triggers for a referral to the P & FSW include:
  - ~ Analysis of Pupil Progress data/discussion in Pupil Progress Meetings.
  - ~ Analysis of the 'Work' group on 'Passport Reward' days.
  - ~ Persistent disruption of the teaching and learning in the classroom/school.
  - ~ Failure to respond positively to being put on report.
  - ~ Persistent unsafe behaviour.
  - ~ Being in danger of permanent exclusion
  - ~ Having major Social, Emotional Behaviour Difficulties (SEBD) that constitutes a major barrier to learning.
  - Decision to refer to the child to the P & FSW is made by the Head Teacher. There may be times when a child is 'fast tracked' through the Behaviour Policy to ensure they receive the correct intervention.
- Meet with SENDCo to consider adding the pupil to the SEND register, make referrals to outside agencies and writing an IEP for the pupil.
- Review the impact of the strategies regularly with the staff and agencies involved and decide on next steps.

Please note: The head teacher and all staff will do all that they can to avoid excluding pupils from school but obviously, in rare and extreme circumstances, this sanction must be considered.

#### Exclusions

There are fixed term and permanent exclusions. The Principal will carefully follow the procedure set out in the statutory guidance, which is designed to ensure fairness and consistency in the handling of exclusions.

Whenever the Principal excludes a pupil, the parent or carer will be notified immediately, ideally by telephone and followed up by the official paperwork. This will state the dates of the exclusion, the reason for the exclusion, the parents' rights to make representations about the exclusion, the person whom the parent should contact if they want to make such representations, the school days the parent is required to make sure the child is not in school, the arrangement for the pupil to continue his/her education (including the setting of work), the parents' responsibility for ensuring the work is completed and returned to school and the arrangements to meet the parents & pupil to discuss and agree the return to school.

All exclusion cases will be treated in confidence. The Principal must report all exclusions to the Governing Board detailing gender, ethnicity and the reason for the exclusion but will not divulge names.

#### Pupil and Family Support Worker (P & FSW).

It is the responsibility of the Principal to organise the referral of pupils to the P&FSW. A pupil is referred to the P&FSW via the Principal. The main role of the Pupil and Family Support Worker (P & FSW) is to offer therapeutic and counselling support to pupils and their families to deal with emotional and social issues. She is also available to advise other members of staff on how to approach the pupils she is working with to gain a greater understanding of their needs and issues. The P&FSW also supports the Principal (Safeguarding Lead) in all matters of Safeguarding. It is the teaching staff's responsibility to communicate with the P&FSW regarding any Safeguarding issues as they become apparent. The P&FSW also liaises with the Education Welfare Officer on issues of non-attendance or punctuality.

#### Midday Supervisor Team Leader

The key area of responsibility for the Midday Supervisor Team Leader is to organise and facilitate the playground activities at lunchtimes and support good behaviour of pupils in the playground at that time. It has been proven that a well-structured playground significantly reduces the number of conflicts and accidents in the playground. This ensures children return to class ready, having had time to play, to concentrate on learning. It is the Midday Supervisor's responsibility to liaise with the Class Teacher/class TA/DHT to make sure they are aware of the children's behaviour so the appropriate praise, verbal reminder, rule reminder, TOIC or TOC or sanction can be given.

#### Playground Behaviour

When an incident occurs in the playground at lunchtime or morning break, the Staff member or Midday Supervisor supervising that area, is responsible for informing the class teacher of the situation. The adult must record the incident in the Midday Supervisors' Red Book (at lunchtime) or an incident sheet (at playtime) and photocopy this for all relevant teachers to file. **Paperwork is essential to monitor patterns in behaviour and could highlight issues of bullying.** In consultation with the class teacher(s) of the perpetrator(s), a sanction will be agreed and recorded on the sad face (reception/KS1) or KS2 Daily Behaviour record sheet.

The Principal, Deputy Head Teacher, SENDCo, Learning mentor and P&FSW, where possible, should be made aware of serious incidents of unacceptable behaviour\* in the playground. This allows us to see if there are patterns emerging i.e. if certain children are repeatedly being a victim or a bully or having incidents in the playground. These children then need to be discussed with the Principal, DHT and SENDCo to decide on appropriate support/intervention needed for the child/children.

\*Unacceptable behaviour includes rudeness to staff, ignoring staff instructions, misuse and vandalism of playground equipment, dangerous play or upsetting/being unkind to other children.

#### Assessment & Monitoring

In September a classroom environment Learning Walk is carried out by the Principal or DHT to make sure that every classroom is organised in a way that is conducive to on-task behaviour, e.g. there is a clear display of Rules, with the pupil's targets from their surveys (possibly with photographs) and a Time Out Area. Class teachers must ensure that the attitude to learning survey is carried out by all children at the beginning of the school year. Class rules and individual targets should be reviewed and updated during the two weeks of each new term.

The Deputy Head Teacher will monitor the class behaviour files on a regular basis to ensure records are kept up to date and to follow up on-going concerns about the behaviour of particular children. The DHT and SENDCo (P&FSW if they are referred to them by the Principal) will offer support and advice when requested and will attend the first meeting organised with the parent/carers.

Equalities - following on from each behaviour treat analysis is completed regarding who was in the 'work' group. Groups are identified and interventions planned to enable such pupils to achieve success and move into either silver or gold group.

The Deputy Head will support class teachers if, after meeting parent/carers, the behaviour has not improved and will set up another meeting – the pupil may then move onto the daily report book and/or she will discuss a referral to the Principal to the P&FSW.

***Reviewed September 2018***

***Next Review September 2019***