

# GREEN GATES PRIMARY SCHOOL

## Behaviour Policy

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### BEHAVIOUR POLICY

It is a primary aim of Green Gates Primary School that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

Our Code of Conduct is as follows:

	<b>Take Care of Yourself</b>
<b>Never</b>	<ul style="list-style-type: none"><li>• Do anything silly or dangerous where you might be hurt.</li><li>• Stay in school at break times or leave school without permission.</li><li>• Talk to strangers in school unless they have a school badge.</li></ul>
<b>Always</b>	<ul style="list-style-type: none"><li>• Tell someone if you are unhappy, being picked on or bullied.</li></ul>
	<b>Take Care of Others</b>
<b>Never</b>	<ul style="list-style-type: none"><li>• Do anything to hurt others (such as hitting/name calling).</li><li>• Distract others from working.</li><li>• Be cheeky or rude to adults.</li></ul>
<b>Always</b>	<ul style="list-style-type: none"><li>• Be friendly to visitors, newcomers and other children.</li></ul>
	<b>Take Care of your School</b>
<b>Never</b>	<ul style="list-style-type: none"><li>• Steal or deliberately damage school equipment.</li><li>• Drop litter or deface the school building.</li><li>• Give the school a bad name.</li></ul>
<b>Always</b>	<ul style="list-style-type: none"><li>• Be proud of your school.</li></ul>

We have a listening code and a lining up code, both of which are displayed in all classrooms. They are as follows:

<b>Our Listening Code (Clap)</b>	<b>Our Lining up Code</b>
<i>When I am asked for my attention I:</i> Stop what I am doing Empty my hands Look at the teacher Keep quiet and still Listen to instructions	<i>When I am asked to line up I:</i> Line up in register order Leave a person space Keep my hands and my feet to myself Keep quiet and still Listen to instructions

We also have specific rules which are based around health and safety guidelines. They are as follows:

**Food and drink**

Children may bring in fruit or similar healthy option to eat at playtime. EYFS and KS1 can obtain fruit through the National Fruit Scheme. Other than packed lunches, no food of any kind should be brought into school (unless on medical grounds) including sweets, biscuits and drinks.

**Jewellery**

Watches are the only items of jewellery which may be worn at school and these must be removed during P.E. and swimming lessons. Teachers are not to assist children with the removal of jewellery. If children cannot remove it themselves, it should be taken out at home on the days the child does PE. Any articles removed should be stored safely for the duration of the lesson.

**Personal property**

The school cannot accept responsibility for the loss or damage to clothing or personal property. Toys, stationery items, games and sports equipment must not be brought to school (except on special occasions when the teacher gives permission). Any money brought into school should be handed in as soon as possible and never left in trays, bags or coats.

**Mobile Phones**

Mobile phones can only be brought to school in exceptional circumstances and only with prior permission from the headteacher.

Parents who insist that children require a mobile phone during school hours i.e. for the journey to and from school must express these reasons in their request to the headteacher in writing. Such requests will be considered on an individual basis.

If permission is granted, mobile phones must be handed in to the school office upon arrival and collected at the end of the school day. They should never be left in trays or coats or used during school hours.

## REWARDS

Here at Green Gates, we believe strongly in rewarding positive behaviour and follow a structured approach in doing so.

### Whole School Reward System: 'Smileys'

The school has designed and adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of 'smiley face' stamps. Smiley faces may be awarded for any actions, deeds or attitudes which are deemed noteworthy and may include:-

- Particularly good work/effort.
- Displaying good manners.
- Displaying a caring attitude towards others.
- Staying on task etc.

When awarding the Smiley, the member of staff should reinforce the good behaviour e.g. 'You can have a Smiley for waiting so patiently'. Children can earn certificates and whole class rewards for the number of smileys they receive and therefore smileys need to be recorded by the teacher / teaching assistant.

The reward system is graded as follows:-

100 Smileys                      Bronze Award (presented during Friday's assembly)

200 Smileys	Silver award (presented during Friday's assembly)
300 Smileys	Gold award (presented during Green assembly)

Gold awards will be presented in Green assemblies and parents will be invited to share in their child's achievement.

Children should aim to achieve Bronze Award by the end of the autumn term, a Silver during the spring and a Gold by the end of the year.

If all children in a class achieve Bronze, Silver or Gold Awards they may have an appropriate class treat of their choice including: additional art/PE, DVD etc. The reward should reflect the achievement i.e.

- Bronze Reward: up to one session
- Silver Reward: up to half a day
- Gold Reward: up to a full day

### **Certificates**

A weekly 'Green Award' assembly is dedicated for the praise and recognition of children. Parents are personally invited to attend and witness the presentation of certificates.

### **Class of the Week**

Each class starts the week with 20 'class points'. Rewards for good behaviour at playtimes and lunchtimes include the awarding of additional class points e.g. lining up, moving back into school sensibly. If no children are recorded in their class's Playground Book, 5 extra points will be awarded. For every incident that is in the Playground Book, 5 points will be deducted.

Results are announced in Friday assembly and the class with the highest score receive the 'Class of the Week' trophy and an appropriate class treat of their choice i.e. additional playtime, choosing time etc.

### **CONSEQUENCES**

Consequences are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances. We have an agreed system of consequences which all children understand.

Professional judgement is required regarding which step best reflects the most suitable sanction given the behaviour displayed. Depending on the nature of the offence this may include immediate, permanent exclusion.

*If unacceptable behaviour occurs:*

**Step 1: Use normal strategies:** e.g. Polite but firm requests, warnings (no more than three). Consider repositioning, separating etc.

**Step 2: Give a final warning:** Use the agreed phrase, 'This is your final warning. Do you understand?' Children should be fully aware of what this means and the possible consequences of continuing with the behaviour.

If the behaviour continues, move onto step 3.

### **Step 3: Time Out A**

- Child is sent to Time Out Area of the classroom for 5-10 minutes in order to reflect, calm down etc without causing disturbance.
- Child records their Time Out on the class's Isolation sheet
- Teacher records Time Out as "Low Level Behaviour" on cpoms
- *If behaviour improves return to lesson. If not or if child refuses, move to **Step 4***

#### **Step 4: Time Out B**

- Child escorted to designated colleague along with work.
- Up to 1 hour/session working alone without causing disturbance.
- Child records their Time Out on the class's Isolation sheet
- Parents informed by letter.
- Teacher records Time Out as "Behaviour" on cpoms

*If behaviour improves return to class. If not or if child refuses, move to **Step 5***

#### **Step 5: Time Out C**

- Child escorted to Team Leader/Head.
- Up to half a day working alone without causing disturbance.
- Record who, when, why.
- Parents informed of isolation by letter.
- Teacher records Time Out as "Behaviour" on cpoms

*If behaviour improves return to class. If not or if child refuses, move to **Step 6***

#### **Step 6 (Head /SENCO) Pastoral Support Programme (On Report)**

- Teacher completes a Behaviour Support Plan to identify areas of strength and concern.
- PSP Meeting with parents/child to agree the way forward.
- Clear/realistic targets for behaviour agreed (maximum of three).
- Clear rewards/consequences identified for success/failure (including possible exclusion).
- Daily feedback to child and parents.
- Involvement of all necessary agencies, i.e. Behaviour Support, Inclusion support, Educational Psychologist etc.
- Consider EHCP process.
- Consider CAF .
- PSP to last a minimum of 2 weeks/a maximum of 20 weeks, and reviewed fortnightly.

*If targets are achieved remove from PSP. If PSP failed, move to **Step 7**. This step can also be implemented for children who are receiving regular time out B and C sessions with no improvement in behaviour.*

#### **Step 7: Internal Exclusion** (up to 5 days) Note: Only the Head Teacher can authorise this step.

- Child has no contact with own class or classmates.
- No access to playground, extra-curricular or enrichment activity.
- Parents informed by letter.
- Teacher records Internal Exclusion as "Behaviour" on cpoms

*If behaviour improves, return to class on a PSP. If not move to **Step 8**.*

## **Step 8: Fixed Short Term Exclusion** (up to 5 days per term)

- Parents, Chair of Governors, LA informed by letter.
- Parents may make representations to Governors.
- Governors may meet but cannot reinstate.
- Upon return to school, child stays on PSP for a minimum of 2 weeks.

*If behaviour improves, remove from PSP. If not, longer term or even permanent exclusion may be used. (Please see separate exclusions policy).*

## **Pastoral Support within School**

The school acknowledges that a small minority of children may for whatever reason lack the maturity or self-discipline to make the correct choices available to them in order to control their own behaviour. This may be especially true of children with, or being assessed for, an EHCP or those who are vulnerable. For these children, neither the normal rewards or sanctions procedures may be sufficient to support them or protect other children from their actions.

In these exceptional circumstances the school will make every effort to avoid exclusion. It is vitally important that parents are informed and involved when behaviour targets are agreed in order to establish possible causes and form a partnership of support.

Regular communication between home and school, as well as daily feedback to the child regarding progress, is essential. This can be achieved through the use of home-school books or behaviour charts. All systems will be created and agreed with the school SENDco and Head Teacher.

Green Gates also has a pastoral coordinator in school who works alongside our vulnerable children on a daily basis and supports them, alongside their own class teacher.

## **Movement in and Around School**

All movement in and around school should be purposeful. Staff should see that all children are suitably supervised when moving around the school, using staff at the back and front of the line where possible. All children should be escorted to the playground by the class teacher at playtimes and home time and to the dining hall for lunchtime. Staff also need to escort children to after school clubs until the member of staff leading it arrives.

## **Playtime / Lunchtime Supervision**

Teachers and teaching assistants are required to perform supervisory duties including playtime supervision. No hot drinks should be taken onto the playground. A minimum of two staff members are required to supervise playtimes. Supply teachers should cover the duty of absent teachers but should never be without support.

Staff on duty should be present on the playground by 8:45am. All teachers are to see their children safely off the premises, FS and KS1 children should not be allowed to go home without their parent/carer. Children can go with another adult with prior permission. School requires written permission from parents to allow older siblings to collect their child.

All staff should be fully aware of playtime procedures, rules, sanctions and rewards and apply them consistently. Playground Books should be completed where necessary.

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 potential problems before they escalate. One member of staff per yard area maximises levels of visual supervision.

An internal bell rings to indicate the end of playtime. Staff should go to the yard to collect their classes in time for the bell ringing.

Upon hearing the whistle, children should stop what they are doing, stand still and remain quiet. Upon the second whistle they walk to designated class lines. Good behaviour whilst entering school should be reinforced with praise and/or the awarding of a 'class point'

Any behaviour incidents at playtime or lunchtime should be dealt with by the adults on duty, or reported to a senior member of staff according to severity or frequency. All unacceptable behaviour should be recorded in the appropriate class's Playground Book by the teaching assistant on duty. Teachers must check their playground book at the end of every playtime and every lunchtime. If no members of the class have been recorded in the playground book, the class is awarded 5 class points. If there has been a recorded incident, 5 class points will be deducted. Teachers need to use their knowledge of the children to decide if additional consequences are needed eg; loss of next playtime. Teachers should always try to prevent incidents occurring and if an individual child struggles to manage their behaviour on the playground, they may be asked to stay in and help an adult with a job.

### **The Use of Reasonable Force**

Several members of staff within school have attended 'Team Teach' training and are therefore able to use positive handling techniques effectively, when needed. These members of staff are trained to use de-escalation techniques and 'Team Teach' is only used when absolutely necessary. Examples of this include:

1. To prevent pupils from hurting themselves;
2. To prevent pupils from hurting each other;
3. To prevent pupils from damaging property;
4. To prevent pupils from causing disorder.

All staff within school have a legal power to use 'reasonable force' according to Section 93 of the Education and Inspections Act 2006.

Reasonable force can be used to restrain or control pupils. 'Reasonable' means using no more force than is needed. Force is usually used either to control or restrain. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. Restraint means to hold back physically or to bring a pupil under control. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Members of staff must use their professional judgement to decide whether to use force depending on the circumstances and the individual. Although this is not an exhaustive list, reasonable force may be used in the following situations at Green Gates:

- To remove a disruptive pupil from the classroom where they have refused to follow an instruction to do so;

- To prevent a pupil behaving in a way that disrupts a school event or a school trip;
- To prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- To prevent a pupil from attacking a member of staff or another pupil;
- To restrain a pupil at risk of harming themselves through physical outbursts.

All incidents where positive handling techniques or reasonable force have been used, must be recorded on the school's 'Positive Handling Form' and this must be uploaded onto CPOMS so they can be monitored by the Safeguarding Team and Senior Leadership Team. Where positive handling or reasonable force has been used, the parents must be informed.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.