



Behaviour Policy

Agreed by Governors: July 2017

Date to be reviewed: Every three years

Introduction

This policy must be read in conjunction with the Safeguarding & Child Protection Policy, SEN Policy and the Anti-Bullying Policy.

Aims

The aims of the behaviour policy are to:

- **Develop** children's ability to be **Ambitious, Independent, Inquisitive and Resilient**.
- **Foster** positive caring attitudes where achievement at all levels is acknowledged and valued.
- **Establish** clear boundaries encouraging a calm, purposeful and happy atmosphere within the school and one where effective learning and teaching can take place.
- **Encourage** a consistent approach to behaviour management throughout the school and ensure all pupils and staff are aware of this.
- **Promote** parental co-operation and involvement.
- **Help** pupils, staff and parents/carers to have a sense of direction and a feeling of common purpose.

In order to achieve these aims, we will:

- Use a positive approach to encourage good behaviour using praise and consequences consistently
- Use positive language reflecting the belief and expectations that every child can, and will achieve
- Consistently use language praising and re-visiting the learning qualities of **ambition, independence, inquisitiveness and resilience**.
- Treat all children fairly, consistently and with respect.
- Take action to raise children's self-esteem and make them aware of themselves as valued learners
- Provide a challenging, interesting and relevant curriculum
- Ensure everyone in the school community is aware of behaviour/learning expectations.
- Use a calm tone of voice when dealing with challenging behaviour, modelling our behaviour expectations and ensuring children understand how to improve on the choices they have made
- Build relationships with parents/carers and show children that key adults in their lives share a common aim

A Positive Approach:

Good behaviour is normal for Gallions!

Expectations during learning time:

- Children should demonstrate the learning qualities of **ambition, independence, inquisitiveness and resilience**. These qualities should be constantly reinforced and celebrated.
- When dealing with challenging behaviour, children should always be clear about how they can improve/resolve a situation.
- Children should be aware that every lesson is a learning opportunity and should be expected to apply the learning qualities above.

Expectations during transitions:

To maintain a calm environment it is the responsibility of supervising adults to ensure children move around classrooms and the school building in a calm and orderly way. This should include:

- I. Ensuring children are not talking or distracting others while they move around the school in classes/groups.
- II. Ensure all classes and groups walk on the left hand side when moving around the school building.
- III. Ensuring children walk to and from their destination.
- IV. Ensure classes and groups (more than 6 pupils) always walk in lines with the accompanying adult at the front of the line.
- V. All adults should stop and remind children who fail to follow these expectations.

Expectations during assemblies and collective sessions:

- As above, it is the responsibility of the supervising adult to ensure children join assemblies or other collective sessions in a calm manner – which may or may not involve singing together.
- Once they have joined the assembly children should listen and participate.
- Once the assembly has begun children should not talk, fidget or distract any other pupils.
- In the first instance, it is the responsibility of the supervising adult to ensure pupils in their class/group follow the expectations. **However, further to this, it is the role of all adults in the hall to both remind children of these expectations where necessary and model the behaviour we expect from our pupils.**

Rewards to recognise and celebrate ‘good’ behaviour

‘Good’ behaviour will always be considered as normal behaviour but we recognise that at times this will need special celebrating. The following ways are promoted within the schools as ways of celebrating success:

- Good work and good news can be shared with parents and other family members. Staff should aim to speak to parents and carers wherever possible to share examples of good choices/learning
- Celebrating learning qualities of **ambition, independence, inquisitiveness and resilience** within class and in Achievement Assembly. A Star of the week will be chosen from each class, each week and they will receive a group prize for this.
- Children can be moved up to green on the traffic lights. This will be celebrated in class with teachers deciding rewards to be given. As ideas this could be golden time, time on ipads, listening to a chosen song or extra play.
- Children can be sent to members of SLT to show work or to share successes including AHT’s, DHT’s and the HT. Children may also chose to share success with previous teachers or other adults in the school whom they have built positive relationships.

Stickers and Certificates

Each child should have an individual ‘star’ chart. (See App. 3) given to them at the start of the year. Once the chart is complete, the child should show their chart to the class teacher who will prepare the appropriate certificate for the Achievement Assembly.

Stickers should be given in line with our learning qualities: **Inquisitive, ambitious, resilient, independent**. Children should be awarded stickers when they are showing these traits and adults should make it explicit as to why they are giving the stickers out e.g.

“Well done Safia, you are really thinking about your questions today. You can have 1 sticker for being so inquisitive.”

“Alan, I have been really impressed with your resilient approach to this maths problem. This has earned you a sticker.”

A maximum of 1 sticker should be handed out at a time.

Number of stickers	Certificate	Award
50	Bronze	Gallions Pencil
100	Silver	Gallions Pen
150	Gold	£5 WH Smiths Voucher

It is expected that in each class there we will be approximately 5 children who are awarded a gold certificate by the end of the academic year.

Star of the week

There will be a Star of the Week, chosen by the class teacher from each class, every week.

As with certificates, Stars of the Week should be on qualities or focus week/term.

The child will be handed the star by their class teacher and presented with a class medal by the adult leading the assembly.

Medals can be worn in the classroom but will not be allowed into the playground or to be taken home.

Following the assembly, the stars of the week will stay behind at the end of the assembly where a photo will be taken and their names will be recorded into a book. The stars of the week will be the last to leave the assembly. The photographs will be printed and mounted and displayed with the focus of the week on the board on the right hand side through the main hall doors.

The children will take home the star that has been awarded to them.

Children who are a star of the week will be invited to attend an event at the end of each term. This will be something which the school has organised e.g. a cinema treat, a magician, working with a specialist coach, some time to cook, a visit out of school.

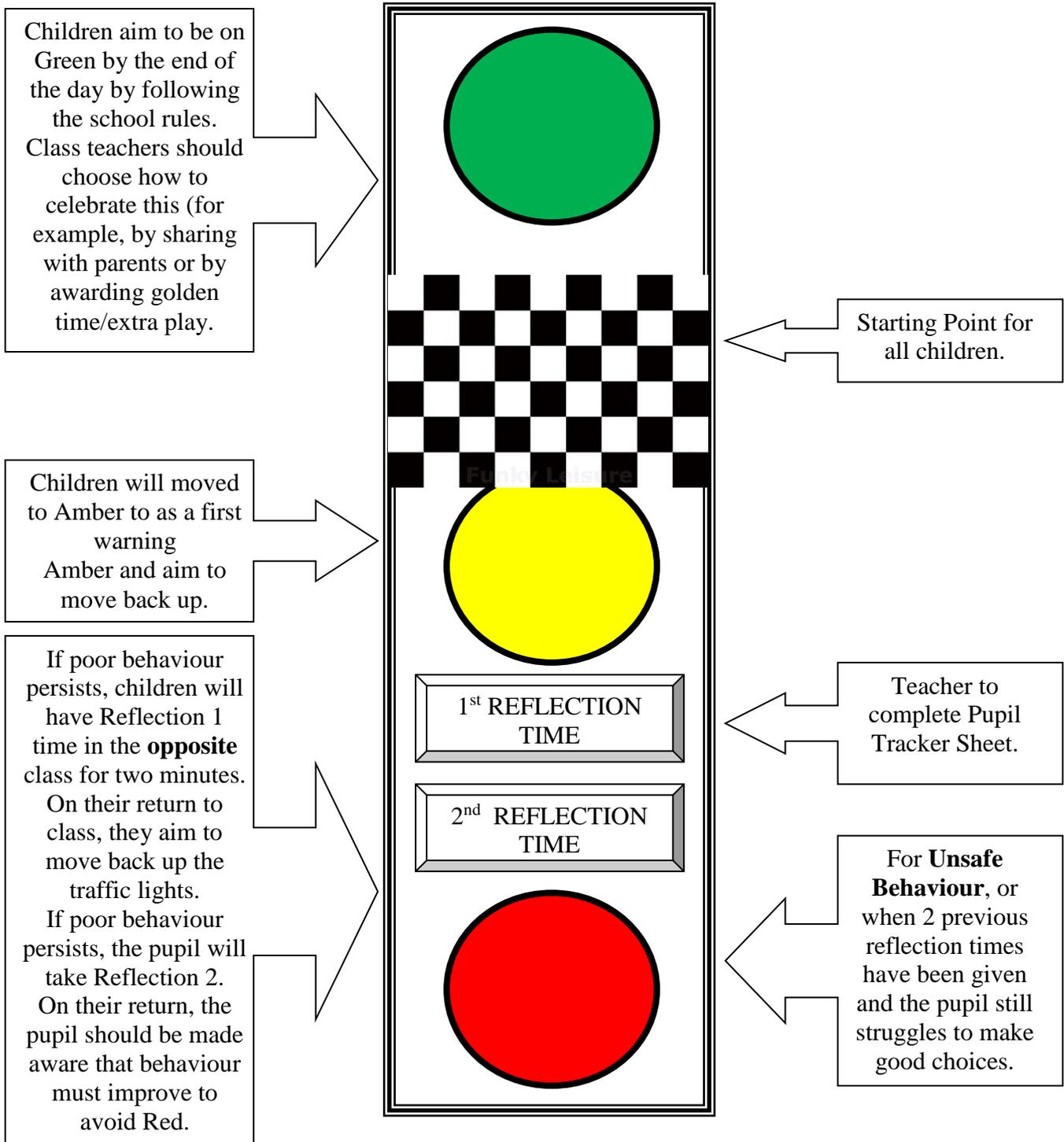
Green Team

Children who have been moved to Green during the course of the week will enter their name into a class raffle. Two names will then be drawn from the raffle.

Teachers are free to choose a reward which they feel is suitable for these children (see above for ideas). The teacher should focus on the class and their likes and dislikes when deciding this reward. The reward may stay the same all year or it may change weekly.

The Traffic Lights System

All classes (N – Y6) have a traffic light clearly displayed with **Red at the bottom** and **Green at the top**.



At the start of each day, each child's name is stuck with blue tack to the Chequered Starting Point.

When a child makes the wrong choice the adult should always;

- praise two children for doing the right thing – proximity praise. The language used should be the language of the school rules, addressing the child by their name. Example language is:

“Well done Ibrahim, for following instructions.”

“Thank you Sophie, for being in the right place.”

If the child continues to find it hard to make a good choice, their name should be moved to Amber and they should be told the reason why, again using the language of the school rules. For example:

“Sarah, I am moving your name to Amber to help you see you need to make a good choice. I’d like to see you following instructions so that I can move you back to the Starting Point in the next few minutes.”

A name being on Amber, should be seen as a warning and an opportunity to change the behaviour. The name should be on Amber for a minimal amount of time. As soon as the child corrects their behaviour, they should be thanked and moved to Green, again using the language of the school rules. For example:

“Thank you, Sarah, for being in the right place. Your name is now on Green.”

When a child’s name is on Amber and they continue to find it hard to make a good choice, the same routine should apply as above. Two children should be praised but if the child’s behaviour does not improve, then they are instructed to take reflection time across the hall way in a different year group.

A child’s reflection times will be recorded by the learning mentor and SLT will monitor these throughout the term.

- On return from reflection the child’s name stays at the same point in the traffic lights (reflection 1)
- Following the pupils’ return to class the teacher praises them for making a good choice and gives them a manageable task i.e. re-join your table and I’d like to see your hand up once in the next session. This gives the teacher something to catch them being good and a reason to praise the child immediately, even if it is something really small. The child can then be moved back to the start point.
- Class teachers will complete tracking sheets detailing reasons for giving reflection time. These will be handed in to Learning Mentor daily. Senior Leaders will monitor reflection sheets to identify any pattern of concern with particular individuals or classes.

Continued difficulties in making a good choice following reflection time will then result in one more additional reflection time being given. If on return to class the pupil continues to not follow instructions after this process, and continued warnings, then they are moved to Red.

Thinking Room

Red in class

Pupils that have been on red in class during the morning or the afternoon of the previous day will miss lunchtime and be taken to the thinking room. The first visit will result in a verbal warning, the second visit will result in a letter being sent home and third visit will see an invite going to parents/carers to ask them into school for a meeting with the class teacher and a member from SLT (see details below)

If they return to class during that day (PM session) they will go back to the *Starting Point* and continue to strive to **Get to Green**. The learning mentor will check at the end of each day which children have been on the Red traffic light. A log must be kept.

Any time a child is put on Red, the person teaching the class (class teacher, cover teacher or cover supervisor) will speak to the parent, informing them that their child has been put on Red and the reason that this happened. This can be directly to the parent when they collect their child or by phone after school (a phone list will be kept in the class planning folder – consideration should be given to data protection and phone numbers must not be taken away from the school site).

During the time in the thinking room the child will be asked to sit in silence and reflect on their behaviour. There will be a brief discussion with the SLT in the room on that day.

Unsafe behaviour at playtime/ lunchtime

If a child behaves unsafely in the playground they may also be sent in to the Thinking Room. This should only be a consequence of behaviour which is putting the child or other children at risk. When a child is sent to the thinking room they will remain there for the rest of their lunchtime. The adult on duty will decide if they need to return the next day to make up more time.

Unsafe and Extreme behaviour

Sometimes it may be necessary to respond to a more severe situation very quickly if a child is not responding to the usual consequences and is causing severe disruption in the classroom. At times, it may be necessary to remove a child from the classroom immediately so learning and teaching can continue.

If the child can be safely encouraged to leave the classroom for some time out, they should do this.

The child is placed on Red for unsafe behaviour and will have an internal exclusion for the remainder of the day. It is the responsibility of the class teacher to provide that pupil with work to complete during the exclusion. This work should be checked at the end of the day and marked alongside everyone else's.

Unsafe Behaviours (*Including behaviour which could harm themselves or others*):

These behaviours are deemed serious enough to bypass the procedures mentioned previously and will be dealt with by the Head or other member of the Senior Leadership Team. They can lead to exclusion, depending on severity and circumstances:

- Directing bad language, including racist or homophobic language, towards other children or adults
- Being unsafe with school property or other objects e.g. *throwing furniture such as tables, chairs, or smaller objects such as board rubbers, rulers, or stones* etc with the intention to hurt others
- Being unsafe /violent with their own body e.g. *hitting, kicking, spitting etc with or without the intention of hurting others*
- Climbing up fences, or on top of structures
- Persistent or repeated incidences of bullying including virtual and/or cyber bullying: *NB This can include incidents of bullying outside of the school premises or normal school hours. (See Anti-Bullying policy)*
- Physically harming another (whether child or adult)
- Racism
- Homophobia
- Swearing and using abusive language towards others
- Refusal to follow reasonable requests with implications for health and safety of the child or others e.g. leaving the school premises without permission
- Vandalism
- Theft
- Threatening others/ Threatening with & /or using a weapon
- Bringing a weapon on the premises
- Refusal to follow instructions

Physical interventions/restraints/positive handling

No child should be physically handled / removed / restrained, unless they are at risk of hurting themselves, others or school property. Adults 'positive handled trained' should be called upon to administer such tasks.

Following any incident that requires positive handling, a Positive Handling Plan will be devised by the Safeguarding Lead and Senco and shared with staff and parents. Furthermore, all incidents where a child has needed physical interventions these should be logged immediately in the 'physical intervention log', book. An account of the incident and persons involved should be detailed on the 'record of restraints'.

After locating a person with positive handling training the Head Teacher or Deputy Heads are the next point of call.

Restraint is always a last resort and the adults should always try to find other ways of calming a child first. They may be taken to the Calm Room or be guided to a safe space without any restraint taking place.

Exclusion

We will always try to identify the causes of behaviour issues and to set up strategies to support the child to modify their behaviour. At Gallions Primary School we see exclusion as a last resort however there are incidents or circumstances where it will be the only appropriate step. For example in line with the Local Authority's policy there will be a minimum of a 5 day external exclusion for bringing an offensive weapon to school. Work to be completed is always set for any exclusion in order to minimize any detrimental effects on a child's education. It is expected that this will be completed and returned to the school to be marked.

Internal exclusions

An internal exclusion at Gallions Primary School means that a child will complete their set work in another classroom for the day. They will also not be permitted to be in the playground at break or lunchtime.

External exclusion

If an external exclusion is deemed appropriate the school will follow Statutory and LEA guidelines for time limited exclusions. The letter which is issued when a child is excluded explains clearly the responsibility that a child should not be in a public place during the period of the exclusion.

In the event of a likely long-term exclusion, the school will first endeavour to obtain a place at RIET for the child to attend during this period. This is a Newham provision specialising in supporting pupils who have been excluded or are in danger of being so. Attendance at RIET also provides the opportunity for pupils to explore the events that led to the exclusion and identify different choices which could have been made.

Procedures

- If an incident is deemed serious enough to involve fixed term exclusion, the school will endeavour to contact the parents on the day of the incident.
- A letter will be sent home within 24 hours outlining the reasons for the exclusion and the measures parents can take in relation to them.
- Work will always be provided for the length of the exclusion. It is expected that this is returned to be marked.
- Parents must meet with a member of the Leadership Team for a re-integration meeting on the day that the child returns to school to ensure such events don't reoccur.
- Procedures to appeal against a decision are also clearly outlined in the letter.

Pupils with Emotional and Behavioural Difficulties

- We acknowledge that as a school we have children with additional needs i.e. physical, emotional, learning, behavioural etc.
- Some children's behaviour impinges not only on themselves but on the school as a whole.
- We recognise that many factors can influence behaviour.

For these children, we recommend initially following the policy as outlined above but where this is not having a positive impact on the child's behaviour, a discussion will be held between class teacher and the Inclusion manager regarding individual behaviour plans.

Prior to any behaviour plan being implemented, a class reflection log must evidence concerns around behaviour covering a period of at least one month.

Parents'/carers' responsibilities are to:

- make children aware of appropriate behaviour in all situations
- encourage independence and self-discipline
- show an interest in all that their child does in school
- be aware of and support the school rules and expectations.

The behaviour policy applies at all times that the children are in school. In addition, the following should be followed:

Playground

- Children should walk quietly and sensibly to the playground at the start of playtimes and lunchtimes.
- Children should speak to the member of staff on duty if there is a problem during playtime.
- Fighting or play fighting is not acceptable under any circumstances.
- Any child found to be fighting will be sent to the thinking room.

- Children should not enter the school building at playtime without asking for permission from a teacher on duty and have a lunchtime pass.
- When the bell is rung at the end of play the children should stop what they are doing and kneel to the floor so that it is visibly clear that children are ready. On the second bell, they should walk sensibly to their class lines and wait for their teacher to take them inside. The two bells should be rung in quick succession; there should not be a lengthy period between the two.
- Any low-level behaviour should be dealt with by an adult on duty, diffusing the situation. Asking a child to stand by the wall (alongside the Y5 classrooms) for 5 minutes reflection time can be used as an intervention to calm a child down when the thinking room is too severe a punishment.
- In the case of any serious behaviour, children should be sent to the Thinking Room. The aim any intervention will be to resolve this issue in order that this does not 'spill over' in to learning time.

SLT always aim to be present at lunchtimes to support the lunchtime supervisors and TA's.

Wet playtimes

- Children are expected to continue the same standards of care for their classroom during wet playtimes as they do during lesson time.
- Children should only use the equipment that has been provided for wet playtimes.
- Children should not use scissors or other potentially dangerous materials during wet play.
- All staff will remain in class during wet play and will manage a short comfort break between them

During wet lunchtimes all the above procedures will apply.

Midday supervisors will be deployed to different wings of the school and will supervise all classes in their allocated wing – see *Wet Day Plan*. As with outdoor lunch times, classes will be accompanied to the Dining Hall by midday supervisors.

Whilst in class:

- Children should be respectful to school property and the classroom environment.
- Children should not leave their class wing or wander around the school unsupervised.
- Each class will have a wet play games box, which must be packed away neatly by the children at the end of lunch time.
- By 12:55pm, each class must be tidied ready for afternoon lessons, with the children sitting on the carpet.

Lunchtimes

The Headteacher, Deputy Heads, AHT's or a senior member of staff will always be on the school premises, with an aim to be available when necessary to support and work with the midday supervisors. Midday Supervisors will use the same methods of praise and sanctions as class teachers and will be fully aware of the school behaviour policy.

- Children should listen carefully to the direction of the midday supervisors and follow instructions.
- Children should approach the midday supervisors if they are having any difficulties.

Lunchtime behaviour does not affect classroom traffic lights.

This policy will be formally reviewed in consultation with the whole staff.
It will be informally reviewed throughout the year.



At Gallions, we believe in the right to be successful. It is this core value that underpins every aspect of school life and drives all that we do.

At Gallions, this is our vision.

To all our pupils,

Every day, everyone at Gallions is working to ensure that during your time here you will:

- Be valued as a member of our school community
 - Have the opportunity to be creative free thinkers, who are curious and forever questioning!
 - Learn through a curriculum that excites and engages you
 - Believe in yourself and have the drive to succeed
 - Have the time and space to absorb yourself in learning
 - Enjoy the things that challenge you and persevere because you want to learn more
- Be treated with respect and learn to treat others with respect
Be able to have fun and make lasting friendships
- Be excited by the journey ahead of you

**At Gallions we are Inquisitive, Resilient,
Independent and Ambitious.**



Gallions Sticker Chart : Bronze

Name:

Date Started:



Gallions Sticker Chart : Silver

Name:

Date Started:



Gallions Sticker Chart : Gold

Name:

Date Started:

Star template

