



Behaviour Policy

Agreed by Governors: January 2020

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 **Resilient, Independent, Inquisitive** and **Collaborative** learners. These attributes closely align with our school values and are reflected across all curriculum learning.
- 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 **Resilience, Independence, Inquisitiveness and Collaboration.**
- 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

Good behaviour is normal behaviour!

Expectations during learning time:

Children should demonstrate the learning qualities of **Resilience, Independence, Inquisitiveness and Collaboration**. These qualities should be constantly reinforced and celebrated. Children should be aware that every lesson is a learning opportunity. Children should also understand that all behaviour that disrupts learning (including low level challenging behaviour) affects everybody's right to learn.

Expectations during transitions:

All adults are responsible for maintaining a safe, calm and purposeful environment at all times. When transitioning around the classroom and the wider school all adults should ensure:

- Children are not talking or distracting others
- Classes and groups walk on the **left hand side**
- Children **walk** to and from their destination
- Classes and groups (more than 6 pupils) always walk **in lines with the accompanying adult at the front**

All adults should stop and remind children who fail to follow these expectations.

Expectations during assemblies and collective sessions:

As above, all adults are responsible for maintaining a safe, calm and purposeful environment, including as children join assemblies or other collective sessions.

- All children should listen, focus and participate
- Children should not talk, fidget or distract any other pupils during the session

Class teachers are responsible for the behaviour children during this time. However, it is the role of all adults present within the session to 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/ good news must be shared with parents and other family members. Staff should aim to speak to parents and carers at least once a term to share examples of good choices/learning. This may be at the classroom door, via a phone call home or through a postcard being sent home with the child (for the upper years). Teachers should keep a list of what they have celebrated with parents.
- To celebrate the qualities of Ambition, Resilience, Independence and Inquisitiveness and our school values, a Star of the week will be chosen from each class and will be given a star award in weekly Achievement Assemblies. The reason for the Star award should be neatly written. Children should take the star home and their award will be added to the Star Wall and Gallions Gazette.
- Children can be sent to members of SLT to show work or to share successes. Children may also choose to share success with previous teachers or other adults in the school whom they have built positive relationships.
- Table points should be set up within the class to encourage the children to work collaboratively. This can be in the style of the teachers wish e.g. marbles in a jar, team tally points or any other system designed by the class teacher.
- When children show consistent effort in one or more of the Gallions qualities they can be moved up from Green on the traffic lights. This is where their name will remain for the rest of the session. At the end of the session they should be awarded with a gold sticker.

Stickers and Certificates

Each child should have an individual 'star' chart. (See App A) 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, Collaborative, Resilient, Independent and when children demonstrate our school values.** When awarding a sticker adults should explain why, for example:

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

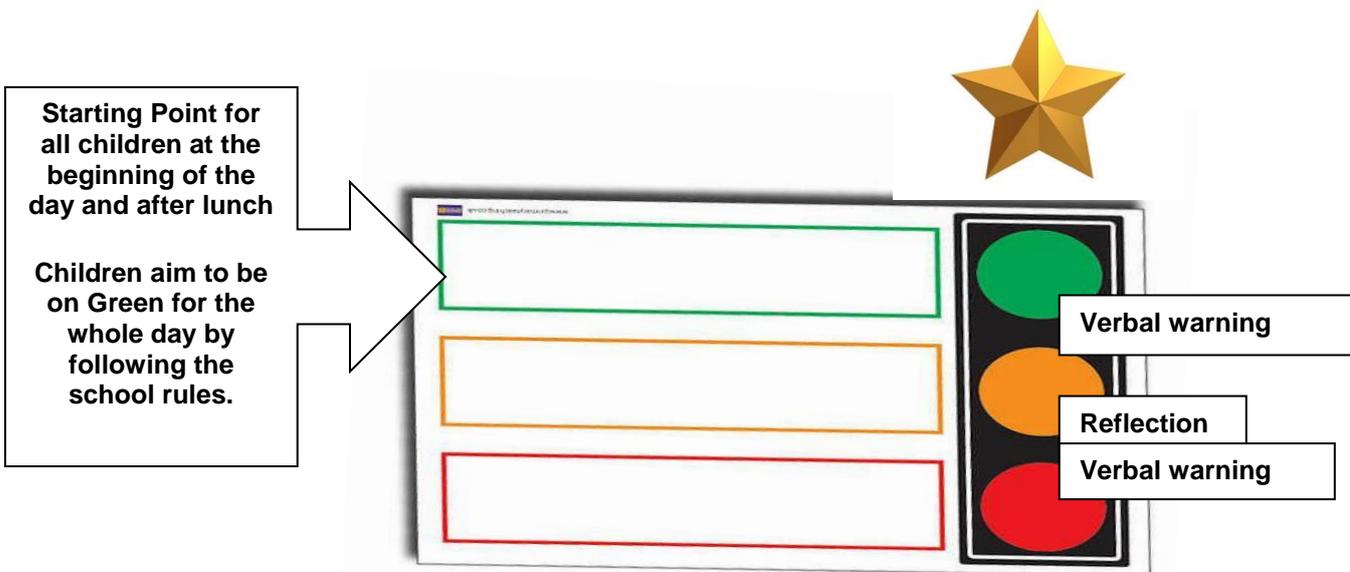
"Alan, I have been really impressed with your resilient approach to this maths problem. You can move up onto the Gold star."

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

Number of stickers	Certificate
50	Bronze
100	Silver
150	Gold

The Traffic Lights System

All classes (N – Y6) have a traffic light clearly displayed with **Red at the bottom and Green at the top**. Class teachers to decide on additional, positive step up which is displayed above green. E.g. a star, a rainbow, sunshine



Using the Traffic Lights effectively and consistently

The traffic light system is a visual behaviour management tool to support and track behaviour in the classroom and to ensure children are clear on what they need to do to improve their behaviour. To be effective, the traffic lights must be used consistently and children must understand the different stages within the system.

The aim should always be for children to be in class and learning. We want to avoid children being removed from classroom as this is disruptive, provides disjointed learning and should be classed as a serious. A child should know that if they are sent out of the classroom then they are in the 'danger zone' and at risk of being placed onto red. Time limited reflection is intended to avoid Red and the consequence of removal for the whole day.

How to use the traffic lights

1. At the start of the morning and afternoon session, each child's name is stuck with blue tack into the green box.
2. When a child makes the wrong choice the adult should always:

Praise a child who is doing the right thing in the aim that the other child will change their behaviour. If the child continues to find it hard to make a good choice, they will be given a verbal warning.

3. If they still continue to make a wrong choice their name should be moved to amber and they should be told the reason why, again using the language of the school rules.

A name being on amber, should be seen as a warning and an opportunity to change the behaviour

4. Continued difficulties in making a good choice following reflection time will then result in one more verbal warning.
5. 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. If the child's behaviour does not improve, then they are instructed to take reflection time in the adjacent classroom. KS1 should take 2 minutes out of class and KS2 5 minutes. Timers must be given to support this process. During reflection the child must not be spoken to at any point. This is their time to reflect on their behaviour and to make a positive change.
6. On return from reflection the child's name stays at the same point in the traffic lights (reflection). Following the pupils' return to class the teacher should try to catch them being good in order to give them some positive feedback.
7. If the pupil continues to not follow instructions after this process, then they are moved to Red. When on red children should be sent to another classroom in another wing of the school. (See appendix B) If this is not feasible (e.g. The year groups are on an educational visit) then the phase leader should be called in order to find a suitable classroom for the child.

Red should be for extreme behaviours or behaviours that are persistent in nature. Consider what has been done to support the child avoid ending up on red. The number of children on red will be monitored across the school by SLT and data fed back to Governors.

While children are on reflection or red, they must not talk to anyone or engage with the learning of a different class. Children must not be sat on the floor by the door or in the corridor.

Children should be moved up from green for making good choices in class. If moved up they should stay and should be rewarded with a sticker at the end the session.

Consequences

Red in class - Thinking Room

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. In a term, 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 the phase leader.

If they return to class during that day (PM session) they will go back to Green. Phase leaders should be told if children have been on red. 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.

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

Unsafe behaviour at playtime/ lunchtime – Thinking room

If a child behaves unsafely in the playground they may also be sent into the Thinking Room. This should only be a consequence of behaviour which is putting the child or other children at risk, when there is damage to school property or if a child is making very poor choices in regards to their behaviour. 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 (Please see Appendix B for a list of staff with Team Teach training)

Following any incident that requires positive handling, a Positive Handling Plan will be devised by the Inclusion lead, Class teacher, Phase leader and may include the Safeguarding Lead. This will then be shared with staff and parents. Furthermore, all incidents where a child has needed physical interventions 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'. Any adult who is involved in a restraint should be given time out immediately afterwards in order to regulate their own emotions.

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 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.

Playground behaviour

- 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.

Low level playground behaviour

Any low-level behaviour should be dealt with by an adult on duty, diffusing the situation.

The following sanctions should be followed:

- Verbal warning
- Time out on the wall. Asking a child to stand by the wall (alongside the Y5 classrooms) for 5 minutes reflection time can be used as an intervention to give the child time to reflect when the thinking room is too severe a punishment.
- If a child continues to ignore instructions they should then be sent to the Thinking Room
- In the case of any serious behaviour, children should be sent to the Thinking Room immediately. The aim of any intervention will be to resolve this issue in order that this does not 'spill over' into 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. 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.

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.

Appendix B

Linked year groups for children on RED

Year R	Year N
Year 1	Year 3
Year 4	Year 6
Year 5	Year 2

Appendix C

Team Teach trained staff

Name	Job Role	Training provider	Date of expiry
Dwaneshia Williams	Resource Provision TA	Team Teach	Jan 2021
Louise Harmer			
Neisha			
Pam Kaur			
Miranda Lela			
Saida Begum			
Muna Muftah			
Jane Anderson			
Marie Smith	Assistant Head		
Zyad Shah	HLTA		
David Wilkinson	TA Y5		

This Policy has been formally approved by the Governing Body of Gallions Primary School.

See minutes of ___/___/___ Minute reference _____

Signed by:

_____ Chair of Governors Date: January 2020

_____ Head teacher

Date:

Behaviour Policy
Date agreed by Governors: