



Goodmayes Primary School

Behaviour Policy

(See also Anti-Bullying, Race Equality, Positive Handling and Safeguarding Policies)

Agreed by Governors: Summer Term 2020

To be Reviewed: Summer Term 2021



Behaviour Policy

1 Aims and Expectations

- 1.1 The primary aim of Goodmayes Primary School is 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. We are clear in the expectation that all staff will at all times maintain a duty of care and promote the best interests of children. Goodmayes Primary School aims to promote an environment where everyone feels happy, safe and secure.
- 1.2 The school curriculum is underpinned by the four core values of Respect, Aspiration, Friendship and Unity. These are taught, modelled and celebrated throughout the school year.
- 1.3 At Goodmayes Primary School, we also uphold our duty to actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; we ensure that staff are aware of their duty to prevent children from the risk of radicalisation.
- 1.4 To enable us to keep children safe, we provide regular staff Behaviour and Safeguarding training which ensures staff are aware of indicators of harm and procedures for responding to and raising concerns. We aim to eradicate the risk of bullying or peer to peer abuse through monitoring pupil relationships and responding to patterns and changes of behaviour.
- 1.5 The school has a number of rules. However, this policy is not about rule enforcement. It is a means of promoting good relationships so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- 1.6 Staff support pupils to apply an understanding of how to be a successful learner through promoting Learning Behaviours of Reciprocity, Resourcefulness, Resilience and Reflectiveness.
- 1.7 The school expects every member of the school community to behave in a considerate way towards others.
- 1.8 We treat all children fairly and apply this Behaviour Policy in a consistent way.
- 1.9 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.
- 1.10 The school rewards good behaviour as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than deter anti-social behaviour.
- 1.11 All children have a right to learn and all teachers have a right to teach. We recognise that the quality of teaching, assessment and monitoring are essential ingredients in producing high standards of behaviour.

2 Expectations of Staff

At Goodmayes, staff are expected to:

- 2.1 Model high standards of behaviour and are positive role models for our students;
- 2.2 Develop class rules with the children, display and refer to them;
- 2.3 Make children aware of appropriate behaviour in all situations. Focus on good behaviour and positive reinforcement at all times- catch the positives;
- 2.4 Use adherence to the school aims and class rules as a measure of good behaviour;
- 2.5 Be aware of all children's behaviour in class and around school, dealing with every incident appropriately and giving mutual support to colleagues;
- 2.6 Deal with problems calmly. Create a calm working atmosphere in the classroom with well-established routines and work appropriate to match the abilities of the children. Be punctual in collecting classes at the end of playtimes. Escort the children round the school, ensuring all children are monitored-stop the children at regular intervals walking to the middle and back of the line. Never leave children unattended;
- 2.7 Be as consistent and fair as possible in the use of rewards and sanctions;
- 2.8 Work in partnership with parents and inform them as soon as possible about what has occurred and how it was dealt with;
- 2.9 Use the school's record keeping system for recording incidents to enable the tracking of behaviour;
- 2.10 Work closely with other staff and outside agencies, implementing advice and strategies for dealing with a child with challenging behaviour.

3 Procedures –Rewards and Sanctions (Appendix A and B - recording and reporting forms)

We have two whole school behaviour management systems, **Going for Gold** and the **values and learning behaviour awards**. We have a weekly **Celebration Assembly** where at least one child from each class is acknowledged for demonstrating positive learning behaviours and displaying our school values.

Going for Gold is...

Based on an **assertive** model; children have the opportunity to make **positive choices** about their behaviour and **influence outcomes**

- Promotes **high expectations**
- Clearly **defines behaviour types** for children
- **Acknowledges positive behaviour** and rewards it accordingly
- **Motivates** children to improve and sustain positive behaviour
- Enables children to **reflect** on their behaviour
- Enables staff to support pupils in **modifying** their behaviour
- A **fair and consistent** approach from all members of staff integrated throughout the day
- Tracks and records behaviour outcomes

Going for Gold Explained

Every day each child starts on green with the aim to achieving ten gold slips in order to receive a GOLD certificate at the end of each term! It is all about **Positive** and **Negative Choices**.

- At the beginning of the day, all children have their name on the green part of the board.
- If a child makes positive individual choices with their behaviour they move up the board. If a child is on Gold, a Gold sticker will be given at the end of the day. In EYFS, Smiley Face and Sticker to be given.
- If a child makes negative individual choices with their behaviour, they move down the board and receive the corresponding consequences.

Gold: Every Gold slips displayed in class. Five gold slips, visit to the Headteacher for a prize and ten gold slips achieve a Gold certificate and a prize in Gold Assembly.

Silver: Acknowledge and record names

Bronze: Pupils show positive attitudes and behaviours beyond expectations (except EYFS)

Green: Starting colour

Blue: Warning with the misbehaviour explained to the pupil. If blue behaviour continues, the pupil will move to yellow.

Yellow: Reflection time and child to complete their work in a buddy class for 20 minutes. When the pupil returns to class they will be put back on green. If the pupil returns to class and repeats further yellow or blue behaviours, they will spend their break time in a class from the other half of the school, i.e. Year 3 pupils will go to a Year 5 classroom for their break time and Year 4 pupils will go to a Year 6 classroom for their break time and vice versa. (ALL **YELLOW** BEHAVIOURS SHOULD BE RECORDED ON CPOMS). In Key Stage 1, each day, there will be a designated teacher who will supervise any children who are missing their break time. In EYFS, time out will be given on the thinking chair in class for 5 minutes. The children will return back to green after time out has been given. This will be recorded on CPOMS. If behaviour continues then children will go straight to red.

Red: Reflection time and discussion with Headteacher or Deputy Headteacher Reflection form completed (Appendix B). If a pupil gets 2 red slips, letter sent out to parents. After three red slips meeting arranged with parents, class teacher and a member of SLT. Red slips are only issued for red behaviours. Not for repeated blue or yellow behaviours (**ALL RED BEHAVIOURS SHOULD BE RECORDED ON CPOMS**).

Key Stage 1

Children with one red slip are to meet with the Headteacher or Deputy Headteacher and discuss and explain the incident during their lunchtime. They are to fill out a reflection form where appropriate. If two red slips are received a letter will be sent out to parents. After three red slips a meeting will be arranged with parents, class teacher and a member of SLT.

EYFS

Children in Nursery will use the Timeout Chair and children in Reception will be given time out in another Reception class for 5 minutes. Class Teacher will talk to parents about their child's behaviour at the end of the day.

Behaviour Types

GOLD

- Being an exceptional role model to others in work, attitude and behaviour
- Embracing areas of school life and learning
- Displaying exceptionally excellent behaviour
- Showing exceptional initiative
- Producing an exceptional piece of classwork or homework

SILVER

- Applying consistent effort
- Being a good role model
- Having a high sense of achievement
- Showing an impressive level of work
- Helping without being asked
- Going that extra mile with homework
- Taking risks and attempting challenges
- Showing resilience

BRONZE

- Being considerate to peers and adults
- Showing very good social skills
- Showing initiative
- Being self-motivated
- Working independently
- Encouraging others to do the right thing
- Fully contributing and participating in lessons

GREEN

- Co-operating with others and being supportive
- Respecting our school and equipment
- Respecting our peers and other adults
- Always doing our best
- Being polite and helpful and showing good manners
- Stopping and listening when other people speak
- Being sensible in the corridors and while walking around the school
- Taking pride in your work
- Actively taking part in lessons through partner/group discussions

BLUE

- Shouting/calling out during teaching time
- Distracting other children from learning
- Talking when others are talking
- Rocking on chairs
- Not working to the best of your ability
- Not co-operating with others
- Having a negative attitude

YELLOW

- Not following instructions (including not amending blue behaviour)
- Name calling/teasing
- Throwing things
- Rudeness
- Refusal to work

RED

- Discriminating against others (e.g. making unkind comments about people's religion, gender etc.)
- Intimidating behaviour
- Fighting
- Offensive language (e.g. a swear word)
- Stealing - Taking or damaging other people's property
- Lying

Celebration Assembly

During weekly Celebration Assembly at least two children from each class are acknowledged. One is awarded a certificate for positive behaviour and one for demonstrating exemplary learning dispositions. Also a certificate and a book is awarded to pupils in each year group to celebrate effort in reading with our 'reader of the month award'.

4 Peer on Peer Abuse (See also Safeguarding Policy)

- 4.1 We recognise that children are capable of abusing their peers. All staff are clear about the policy and procedures with regard to peer on peer abuse. Abuse is never to be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". Peer on Peer Abuse includes: Bullying, Physical Abuse, Initiation/Hazing type violence and rituals; Sexual violence and sexual harassment; and Sexting. Definitions for these types of abuse are as follows:

Bullying (including cyber bullying)

Bullying is behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

Bullying takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

Physical Abuse

Physical abuse includes actions such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.

Initiation / Hazing type violence and rituals

Initiation and Hazing refers to any action taken or any situation created intentionally that causes embarrassment, harassment or ridicule and risks emotional and/or physical harm to members of a group or team.

Sexual violence and sexual harassment

In addition to acts of sexual violence, this includes:

- non-consensual sharing of sexual images and videos;
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media; and
- sexual exploitation; coercion and threats

Sexting

This means sexually explicit photographs or messages via mobile phone.

- 4.2 The school does not tolerate bullying or physical abuse of any kind. If we discover that an act of bullying, initiation or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to totally eradicate bullying or physical incidents we do everything in our power to ensure that all children attend school free from fear. Incidents are investigated thoroughly and dealt with by a member of the SLT. Incidents and actions taken are recorded onto CPOMs in the Anti-Bullying Folder (see Anti Bullying Policy).
- 4.3 Any incidents of Sexual violence, sexual harassment or Sexting are acted upon following the school's Safeguarding procedures and will be reported immediately to the Designated Safeguarding Lead or the Deputy DSL.

5 Equal Opportunities

- 5.1 Goodmayes Primary School is committed to equal opportunities to provide equality for all staff and pupils regardless of colour, race, ethnic origin, gender, ability and special need. We aim to encourage everyone to appreciate that discrimination hurts and that action will be taken to avoid its reoccurrence.

6 Fixed-term and permanent exclusions

- 6.1 We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the statutory guidance: Exclusions from Maintained Schools, Academies and Pupil Referral Units in England (DFE September 2012).
- 6.2 Only the Head Teacher (or the acting Head teacher) has the power to exclude a child from school. The Head Teacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the Head Teacher may exclude a child permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 6.3 If the Head Teacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal.

- 6.4 The Head Teacher informs the LA and the Governing Body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- 6.5 The Governing Body itself cannot either exclude a child or extend the exclusion period made by the Head Teacher.
- 6.6 The Governing Body has a pupil discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- 6.7 When an appeals panel meets to consider exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.
- 6.8 If the governors' appeals panel decides that a child should be reinstated, the Head Teacher must comply with this ruling.
- 6.9 Where a pupil is at risk of permanent exclusion or repeat exclusions, the pupil may be referred for therapeutic support, to a behaviour centre such as The CUBE, located at Cranbrook Primary School in Ilford. In extreme cases, where this support is not successful, the child will be referred to New Rush Hall, a specialist school for pupils with SEMH difficulties.

7.0 Positive Handling Plans (See Positive Handling Policy)

- 7.1 The application of any form of positive handling places staff and children in a vulnerable situation. Staff, therefore, have a responsibility to follow the Positive Handling Policy and to seek alternative strategies wherever possible in order to prevent the need for positive handling. Positive handling will only be used as a last resort when all other behaviour management strategies have failed or when pupils, staff or property are at risk. Physical Intervention may be used to prevent a child from hurting themselves or others, from damaging property or from causing disorder. Reasonable force is usually used either to control or restrain. This can range from guiding a child to safety by the arm, or restraining a child to prevent violence or injury.
- 7.2 The decision on whether or not to physically intervene is down to the professional judgement of the member of staff concerned and should always depend on the individual circumstances. Relevant staff should have regular Positive Handling Training and should be familiar with de-escalation strategies and knowledge of how to hold a child in a way which minimises the risk of harm to the child and themselves.
- 7.3 The school can use reasonable force to:
- Remove disruptive children from the classroom where they have refused to follow an instruction to do so.
 - Prevent a child behaving in a way that disrupts a school event or a trip or a visit.
 - Prevent a child leaving the classroom where allowing the child to leave would risk their safety or leads to behaviour that disrupts the behaviour of others.
 - Prevent a child from attacking a member of staff or another child, or to stop a fight in the playground.

8 Searching children suspected of having Prohibited items

- 8.1 If it is suspected that a child has brought a more serious prohibited item into the school the child will be asked to hand over to a senior member of staff, in the presence of an additional member of staff as a witness. The child will be asked for permission to search their coat, bags etc., if they are not willing to hand over the items. Should they refuse the Head

Teacher reserves the right to search their bag without consent, an additional adult should always be present.

- 8.2 If it is suspected that the child is carrying prohibited items about their person and refuses to hand them over, the school reserves the right to use reasonable force whilst a search takes place. If they are suspected of carrying a weapon or illegal items then the police should be called.

9.0 Dealing with poor behaviour - what the law says (DFE Behaviour and Discipline in Schools January 2016)

- 9.1 The law states that teachers can discipline children whose conduct falls below the standard which could be reasonably being expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil.
- 9.2 To be lawful, the decision to punish a child must be made by a paid member of school staff or a member of staff authorised by the Head Teacher.
- 9.3 The decision to punish a child and how, must be made on the school premises.
- 9.4 It must not breach any other legislation such as disability, SEN, race and equalities.
- 9.5 A punishment must be proportionate and take account of the child's age, any disability or religious requirement.
- 9.6 Corporal punishment is illegal in all circumstances.
- 9.7 Continuing disruptive behaviour might be as a result of unmet educational or other needs, if this is the case consult the Safeguarding Policy and consult with outside agencies.

10.0 Staff Development

- 10.1 Good practice will be recognised and mutual support encouraged. Lesson observations will be used to identify areas for development or highlight areas of expertise that can be shared amongst colleagues. New Rush Hall provides training for staff dealing with children with complex behaviours.

11.0 Managing transitions

- 11.1 Break time and lunchtime will be managed accordingly:
- Consistent supervision of all areas by adults on duty.
 - Providing a safe, secure, stimulating play environment.
 - Approachable and understanding adults to deal with problems.
 - Adults diffuse difficult situations by displaying fairness, patience and consistency to everyone.
 - Deal with inappropriate behaviour, discuss and enforce sanctions.
 - It is generally expected that adults on duty will deal with problems in the playground and not leave it to class teachers.
 - Talk with children and help them understand consequences of their actions.

The following sanctions may be used if it is felt a talk is not sufficient:

- Child to walk round the playground with the teacher beside them.
- Child to be diverted to a designated place to provide an opportunity to calm down.
- For serious incidents, follow the hierarchy listed; it is the responsibility of the member of staff who initially dealt with the incident to inform the class teacher and refer it to the phase leader and if more serious a member of the Senior Leadership Team.
- For serious incidents e.g. a deliberate physical act such as a fight or an individual assault on another child/adult the child to be taken to the Head Teacher's office and the incident dealt with immediately by a member of SLT.

11.2 During Assembly

- Class teachers walk their classes to assembly and make sure they are seated.
- Class teachers remain at the front of their classes and make sure they are quiet before assembly starts.
- Appropriate music is played when the children come into assembly and they are expected to listen to it quietly.
- Children who behave inappropriately are asked to move place.
- There is a teacher presence during every assembly to monitor behaviour.
- Teachers see children out from the assembly class by class in a quiet and orderly manner. Classes sitting quietly go out first, or in year group order.
- Teachers may wish to award class rewards for sensible behaviour during assembly.

12.0 The Role of the Behaviour Team

12.1 The Behaviour Team is made up of the Assistant Head responsible for Inclusion, PSHE Leader of Learning, SENCO and Learning Mentor.

12.2 The role of the Behaviour Team is to provide support for pupils to enable them to become positive, responsible and increasingly independent members of the school community.

12.3 The Behaviour Team support staff with strategies and resources to help them to promote positive values and behaviours which are conducive for learning and support them with the development of an environment where everyone feels happy, safe and secure.

12.4 Actions carried out by the Behaviour Team include:

- Supporting pupils and staff at lunchtime
- Working with parents and children to support behaviour and personal social and emotional aspects of learning
- Monitoring and addressing any issues raised through classroom Worry Boxes
- Working with pupils and teachers within classes
- Planning and carrying out 1:1 intervention sessions with pupils
- Liaising with teachers and TAs to organise provision and support for pupils with special needs
- Liaising with external agencies where needed
- Monitoring pupil development
- Developing Playground Leaders

12.5 Where pupils are identified as needing ongoing support and monitoring, a member of the Behaviour Team will be identified as a Key Worker to ensure the centralisation of all relevant information and records and to oversee actions, the provision of support, monitoring of progress and communication with parents/carers.



Behaviour Policy - Appendix A

Record of Behaviour Incident Sheet

Name of Pupil/s:

Class:

-
-
-

Name of Victim/s (if relevant):

Class:

-
-
-

Date of Incident:

Time of Incident:

Form Completed by:

(Once you have taken initial action to deal with the behavioural incident, please complete this form and pass it on to a member of the behaviour team or the SLT Link).

Antecedent (what led up to this incident? What might have triggered it?)

Behaviour (what was the actual behaviour witnessed and by whom?)

Consequence (What happened as a result of the behaviour? What action was taken?)



Behaviour Policy Appendix B

Reflection Form

Tick as appropriate

YELLOW BEHAVIOURS			
Not following instructions (including not amending blue behaviour)		Throwing things	
Refusal to work		Rudeness	
Name calling/teasing		Repeated Blue behaviours	

RED BEHAVIOURS			
Discriminating against others (e.g. making unkind comments about people's religion, gender etc.)		Offensive language (e.g. a swear word)	
Intimidating behaviour		Stealing - Taking or damaging other people's property	
Fighting			

Name:

Class:

Date:

I have been sent for reflection time with a member of the SLT because...

My behaviour has affected my learning/my friends because...

Next time I will...

Child's signature:

Teacher's signature:



Goodmayes Primary School



Behaviour Policy - Appendix C

Date:

Dear

Re _____ Class _____

Your child has now received two red slips for:

Would you please speak to _____ about his/her behaviour to ensure that it is not repeated as we do not want him/her to receive a third red slip.

Should _____ receive a third red slip, he/she will miss their lunchtime break for three days.

Thank you for your co-operation.

Yours sincerely

Class Teacher