

Author	Claire Pannell	Target group	All employees, consultants and volunteers
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School Behaviour Policy

Introduction

Gladstone Park Primary is committed to providing an environment where all people can feel safe, happy, accepted and integrated. It is important that an orderly framework should exist within which effective teaching and learning can take place.

Our emphasis will be on recognising and celebrating effort and success, so that all pupils feel valued. We will teach pupils to take responsibility for their own actions and to accept the consequences of their choices. We will adopt a zero-tolerance approach to bullying and any such incidents will be dealt with promptly and firmly.

The school holds an important position in the wider community, educating the young citizens of tomorrow in a way that will ensure that they take a positive and proactive role within their community in the future.

Legislation and guidance

This policy is based on the following guidance from the Department for Education (DfE):

[Behaviour and discipline in schools](#)

[Searching, screening and confiscation at school](#)

[The Equality Act 2010](#)

[Use of reasonable force in schools](#)

[Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on *Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#)*; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy. This policy also complies with our funding agreement and articles of association.

Aims

- To encourage good behaviour and respect for others within and outside of the school
- To promote self-discipline and proper regard for authority among students
- To state what is expected of pupils
- To state what is expected from parents and carers
- To provide guidance on possible rewards and sanctions
- To ensure that staff are seen to be fair and consistent

Who was consulted?

The school Senior Leadership Team worked with the school council to agree what constitutes good behaviour and to develop this policy, in consultation with parents, pupils and staff. All students are consulted at the beginning of each academic year on the rules, rewards and sanctions.

Relationship to other policies

This Policy is linked to the following policies:

- Child Protection and Safeguarding
- Anti-bullying
- Exclusions
- Equality
- Home-School Agreement

Scope and publication

This policy is publicised to all parents, pupils and staff in writing at least once a year. The policy is also provided to all staff in the Staff Handbook; is available on the school website and on request. This policy can be made available in large print or other accessible formats if required.

The School Rules, at Appendix A of this policy, as well as the tariff of Rewards and Sanctions, at Appendix B of this policy, are included in posters in each classroom.

Roles and Responsibilities

All adults are responsible for promoting good behaviour and managing behaviour around the school.

The Education Directors and Chief Executive Officer

The Trust Education Directors and Chief Executive Officer will approve the behaviour policy and hold the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for reviewing and approving this behaviour policy and implementing it in the school.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see Appendix 3 for a behaviour log)

The senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Support their child in adhering to the School Rules and this policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

School Rules

- Be safe
- Be respectful
- Be kind
- Be helpful
- Listen

The School Rules are set out in full at Appendix A.

Conduct

Pupils are expected to be polite and show consideration towards each other, school staff and others. Pupils are required to assist the school with tackling bullying and to follow the school's Anti-bullying Policy. Pupils, whether in or out of school, are expected to have:

- Respect for others: their feelings, opinions, cultures, limitations including any differences.
- Respect for themselves: pride in their own achievement and that of others in the school, high standards of behaviour and dress, and the desire to produce their best work at all times.
- Respect for the environment: their own, the school's and other people's property and the community in which we live.
- Respect for the future: the belief that we can all make a difference by our contribution to the local, national and global community.

Pupils are required to observe the following basic rules in the classroom:

- Listen in silence when the teacher is giving instructions.
- Follow instructions promptly and accurately.
- Raise a hand to gain attention and only speak when invited.
- Stay in the allocated seat or workspace unless given permission to move.

The school has a Code of Conduct which sets out in detail the expectations of conduct for staff, Local Governing Body members and visitors to the school.

Behaviour management

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Promote good behaviour in the classroom
- Display the pupil code of conduct or their own classroom rules

- Develop a positive relationship with pupils, which may include:
 - greeting pupils in the morning/at the start of lessons
 - establishing clear routines
 - communicating expectations of behaviour in ways other than verbally
 - highlighting and promoting good behaviour
 - concluding the day positively and starting the next day afresh
 - having a plan for dealing with low-level disruption
 - using positive reinforcement
 - promoting the 5Bs – brain, board, book, buddy and boss

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's Special Educational Needs Coordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupil support systems

We have the following pupil support systems in place at this school:

- Place2be Counselling Service
- Red Hats
- Place to Talk
- “Feelings” boxes in each class

Searching pupils

School staff can search pupils with their consent for any item.

The Headteacher and staff members authorised by the Headteacher have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images

- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury, or damage to the property of, any person (including the pupil)
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Searches will be conducted in such a manner as to minimise embarrassment or distress. Any search of a pupil or their possessions will be carried out by a staff member of the same sex; and there must be a witness (also a staff member) and, if possible, they should be the same sex as the pupil being searched.

There is a limited exception to this rule. The Headteacher or an authorised staff member can carry out a search of a pupil of the opposite sex and /or without a witness present, but only where they reasonably believe that there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of a pupil, for example on school trips in England or in training settings.

Staff may confiscate, retain or dispose of a pupil's property as a disciplinary penalty where it is reasonable to do so. For example, alcohol, fireworks, tobacco or cigarette papers may be disposed of. These items will not be returned to the pupil.

Phones and other electronic devices

When an electronic device, such as a mobile phone, has been seized by a member of staff, that staff member can examine data or files and delete these where there is good reason to do so.

There is **no need to have parental consent** to search through a young person's mobile phone.

If an electronic device that is prohibited by the school rules has been seized, and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, the member of staff will give the device to the police as soon as possible. Material that is suspected to be relevant to an offence will not be deleted before giving the device to the police.

If the staff member does not find any material that they suspect is evidence in relation to an offence, and decides not to give the device to the police, they will decide, in consultation with the Headteacher, whether it is appropriate to delete any files or data from the device, or whether to retain the device as evidence of a breach of school discipline.

Use of reasonable force

In some circumstances, all staff may use reasonable force to restrain a pupil to prevent them:

- causing disorder
- hurting themselves or others
- damaging property

The Headteacher and staff members authorised by the Headteacher can use such force as is reasonable when searching a pupil without consent for prohibited items except where the search is for an item banned by the school rules.

Incidents of physical restraint must:

- always be used as a last resort
- be applied using the minimum amount of force and for the minimum amount of time possible
- be used in a way that maintains the safety and dignity of all concerned
- never be used as a form of punishment
- be recorded and reported to parents

The restraint record should include the following information:

- the name(s) and the job title(s) of the member(s) of staff who used reasonable force
- the name(s) of the child(ren) involved
- when and where the incident took place
- names of staff and child(ren) who witnessed the incident
- the reason that force was necessary
- behaviour of the child(ren) which led up to the incident
- any attempts to resolve the situation
- the degree of force used
- how it was applied
- how long it was used for
- the child's/children's response and the eventual outcome
- details of any injuries suffered by either staff or child(ren)
- details of any damage to property
- details of any medical treatment required (an accident form will be completed where medical treatment is needed)
- details of follow-up including contact with the parents/carers of the child(ren) involved
- details of follow up involvement of other agencies, police, social services.

Child witnesses may also be asked to provide a written account if appropriate. A copy of this entry will be kept on the child's file and retained in line with the Retention of Records Policy.

Rewards and sanctions

Rewards

We believe that rewards can be more effective than punishment in motivating pupils. Positive behaviour management may be defined as the strategies the school employs to promote a well ordered, purposeful school community. These strategies underpin the Behaviour Policy. It is the school policy to recognise, acknowledge and reward individual achievements by pupils.

The following are examples of areas considered to be worthy of individual recognition:

- consistently improved standards of work
- good or outstanding pieces of work
- effort in class or for homework
- outstanding effort or achievement in extra-curricular activities
- service to the school or local community

The foundation for the achievement of good behaviour will involve praise, rewards, and sound relationship between teachers and pupils. We may reward pupils in the following ways:

- verbal praise by staff

- approving signs/acknowledgments
- class rewards
- sent to another teacher or HT with work
- personalised postcards to parents
- celebration assemblies involving parents
- special privileges
- Head Teacher certificates
- Super Citizen certificates
- “Caught Being Good” stickers
- Class Dojo Points

Sanctions

The school understands that the use of sanctions must be reasonable and proportionate to the circumstances of the case and that account must be taken of a range of individual pupil needs in determining the appropriate use of such sanctions, including the pupil’s age, any special educational needs or disability and any religious requirements affecting the pupil.

We understand that it is important for sanctions to be used consistently and for teachers and other staff to make it very clear to the recipient why a sanction is being applied.

The school has a range of disciplinary sanctions that may be implemented as appropriate and these are set out in full as a tariff system at Appendix B of this policy. Sanctions include:

- Withdrawal of privileges and/or responsibilities
- Morning break /Lunchtime detentions
- Removal to another class
- Withholding of praise
- “Tell-offs” and rule reminders
- Time out to reflect in class / playground
- Exclusion from certain games during playtime
- Repetition of work
- Being “on report”
- Referral to senior staff
- Warning letter to parents
- Weekly diary
- Internal exclusion
- Fixed term exclusion
- Permanent exclusion

In all cases of misconduct, including those outside of the school, the Headteacher will consider whether the police should be notified of the disciplinary action taken. The police will always be informed where the pupil’s behaviour is criminal or poses a serious threat to a member of public.

Where behavioural issues give cause to suggest that a child is suffering or is likely to suffer significant harm, the school's child protection procedures will be followed.

Beyond the school gate

This policy applies to all pupils at Gladstone Park Primary when they are in school, and in some circumstances, at the discretion of the Headteacher, when they are out of school and during half term and holidays.

In particular our policy covers any inappropriate behaviour when pupils:

- are taking part in any school organised or school related activity
- are travelling to or from school
- are wearing school uniform
- are in some way identifiable as a pupil within our school or Anthem
- behaviour could have repercussions for the orderly running of the school
- pose a threat to or affects the welfare of another pupil or member of the public
- could adversely affect the reputation of the school or the Trust.

The school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good order on all transport (including taxis) to and from school, educational visits or learning opportunities in other schools.
- Good behaviour on the way to and from school.
- Positive behaviour, which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.

The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Exclusions

Permanent or fixed-term exclusion are possible sanctions for a breach of this policy. The school will follow government guidance on exclusions, unless there is good reason to depart from it. The school aims to operate within the principles of fairness and natural justice.

Please refer to the school's Exclusions Policy for further details on exclusions, including the school's approach, procedures, and reviews.

Malicious allegations against staff

Where a pupil makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the Headteacher will consider whether to take disciplinary action in accordance with this policy. Where such an allegation is made, appropriate support will be provided to the member of staff(s) affected.

Staff training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

Bullying

If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached and the school's Anti-bullying Policy will be followed.

Partnership with parents/carers

Parents/carers are expected to sign the Home-School Agreement and are encouraged to work with the school to ensure that their children contribute to the maintenance of a safe and secure learning environment. Parents/carers are required to use their best endeavours to ensure that their children's behaviour does not prevent others from learning effectively.

Parents/carers are entitled to an explanation of actions taken by the school, particularly the application of sanctions and the treatment of anti-social behaviour.

Parents do not have the legal right to withhold permission for detentions and are expected to co-operate with the school to ensure that pupils can return home safely at a later time.

Multi-agencies and external advice

Where it becomes clear that a child is having ongoing difficulties in managing their behaviour, there are a wide range of strategies which are used to support pupils, they include:

- behaviour charts to enable celebration of good behaviour
- increased communication between home and school
- individual behaviour plans (IBPs)
- support from the SENCo (Special Educational Needs Coordinator), identified teaching assistants, teachers
- small group work or 1:1 support in self-esteem, emotional literacy.

Monitoring, evaluation and review

The Safeguarding Lead will evaluate the impact of this policy by collecting and analysing data by year group, gender and ethnicity on:

- number and range of rewards for good behaviour each term
- sanctions including fixed-term and permanent exclusions – number of, and analysis of behaviour
- number of detentions and analysis of behaviour
- instances of bullying and action taken.

Prior to any review of the policy, feedback will be sought from the school council, pupils, staff and parents on the effectiveness of the policy.

This effectiveness of this policy will be reviewed at least once a year by the Local Governing Body. The policy will be reviewed every year by the Trust.

Appendix A: The School Rules

- Be safe
- Be respectful
- Be kind
- Be helpful
- Listen

List of banned items

- Sweets and chewing gum
- Mobile phones
- Toys
- Dangerous items such as knives, lighters, fire crackers or any other items which can cause harm

Appendix B: Tariff of rewards and sanctions

Levels of responsibilities

For any inappropriate behaviour the ascending order of responsibilities is:

- Classroom teacher or adult working with the child
- Year group leader
- Assistant head
- Deputy Head teacher
- Head Teacher
- Board of governors

Any instances of inappropriate behaviour will flow through this chain of responsibility. In almost all cases the classroom teacher should be able to deal with the situation. The list below details the types of inappropriate behaviour that could occur at Gladstone Park School.

Specific interventions

Before any intervention is used the child should be spoken to about their behaviour. This will include discussing the incident and how the child could handle the situation more appropriately should there be a future incident.

All children must know that they have been listened to and have had an opportunity to have their say before a decision is made regarding the outcome of the behaviour.

Area	School strategy
☐ Sweets and gum	✓ In general there will be no sweets or gum at school. The exceptions are: (1) children's birthdays – sweets should be given to the teacher at the start of the day and then they will be handed out at the end of the day.

	✓ <u>Sweets at school for any other reason will be confiscated and will not be returned.</u>
☐ Mobile Phones	✓ These should not be brought to school. Any discovered will be confiscated and handed into the office for safe storage. The parent / carer will be phoned and asked to collect the phone at a convenient time.

☐ Toys and valuables at school	✓ There should be no toys or other valuables brought to school (unless requested by the teacher for class work). If toys are brought to school they will be confiscated and given to the office. The toy will be returned to the child at the end of the day with a standard letter.
☐ “Play” fighting/wrestling	✓ This is not permitted. Teachers are to remind children of this rule. Fighting will result in a playtime detention.
☐ Swearing	✓ Swearing at school will not be tolerated. This includes ‘shut up’. Teachers will inform parents / carers of the language being used should it continue and will be escalated to Year Leader then SLT.
☐ Low level non-compliant behaviour (e.g. slow to start work, unmotivated etc)	✓ Teacher will employ appropriate positive behaviour management strategies. If on-going issues persist then this will be referred to the Year Group Leader. Classroom records should be kept in the school electronic log (CPOMS)
☐ Lateness and unexplained absence	<p>✓ Children will be asked by office staff for an explanation for lateness. Repeated lateness will result in a letter being sent home and if no improvement is seen then a referral will be made to the Education Welfare Officer (EWO)</p> <p>✓ Children who have unexplained absences will receive a call from the school for an explanation. Persistent absence will result in a referral to the EWO.</p>
☐ Name calling, sexist comments	✓ Teacher to deal with it in the first instance and to decide on appropriate action. If it is part of a behaviour pattern it should be referred to the Year Group leader and then SLT.
☐ Insults or harassment relating to race, religion, sex, sexual orientation, gender or disability	<p>✓ This should be treated seriously at all times. The Year Leader will make a decision on the severity of the incident and follow through with the SLT.</p> <p>✓ Sanctions could result in exclusion for persistent or serious incidents.</p>

<p>☐ Theft</p>	<ul style="list-style-type: none"> ✓ Allegations of theft will be taken seriously ✓ In the first instance the teacher should investigate the claim to ensure that the item(s) have not just been misplaced ✓ If theft is likely it should be referred to the Year Group leader at the first opportunity for further investigation. ✓ If theft is proven then the Head or Deputy will apply sanctions and this could include fixed term/ permanent exclusion and the police may be informed. ✓ Whilst all theft is taken seriously and we will investigate to see if we can find out what has happened we will not spend huge amounts of time investigating the theft or loss of items that should not have been brought into the school such as mobile phones. We will do what we consider to be reasonable.
<p>☐ Bullying</p>	<ul style="list-style-type: none"> ✓ See Anti-bullying Policy ✓ Sanctions could result in exclusion for persistent serious incidents.
<p>☐ Deliberate damage to school property</p>	<ul style="list-style-type: none"> ✓ The child's parents/care givers will be informed and charged for the damage. ✓ Sanctions could result in exclusion for persistent or serious incidents.
<p>☐ Insolence or rudeness to teachers</p>	<ul style="list-style-type: none"> ✓ This will not be tolerated in any form and parents will be informed by the class teacher after the first incident. ✓ Teachers will employ appropriate positive behaviour management strategies. If on-going issues persist then this will be referred to the Year Group Leader and then SLT. Classroom records should be kept ✓ Sanctions could result in exclusion for serious or persistent incidents.
<p>☐ Fighting</p>	<ul style="list-style-type: none"> ✓ Fighting will not be tolerated. The teacher or adult in charge when the fight took place will apply sanctions to the children. Relevant Year Leaders should be informed. ✓ Very serious incidents should be referred to the Deputy and she will escalate as required. ✓ The incident must be recorded in onto CPOMS ✓ Sanctions could result in exclusion for serious or persistent incidents.
<p>☐ Acts of unacceptable behaviour beyond the school gates</p>	<ul style="list-style-type: none"> ✓ Fighting, bullying and any form of harassment occurring outside of the school premises whilst children are coming to and from school will be taken very seriously. ✓ Sanctions will be applied and these may include exclusion and referral to the police if incidents are serious.
<p>☐ Bringing into school dangerous items or being suspected of bringing in dangerous items or items in contravention of the above rules about mobile phones, toys and sweets.</p>	<ul style="list-style-type: none"> ✓ The school will use its powers to screen or search pupils if they suspect a child is breaking one of the school rules or there is a suspicion that a dangerous object has been brought into school. ✓ Sanctions will be applied and these may include exclusion. Parent will be informed if incidents are serious.

<p>Sexual harassment: Behaviour characterized by the making of unwelcome and inappropriate sexual remarks or physical advances.</p>	<ul style="list-style-type: none"> ✓ Parents of both the victim and alleged perpetrator will be informed ✓ SLT will speak to the alleged perpetrator about the behaviour ✓ The alleged perpetrator may go on report ✓ SLT / teacher will agree a plan of action with the victim so that they feel safe in school (We use Brooks Traffic Light Toolkit to determine our response)
<p>Online sexual harassment</p>	<ul style="list-style-type: none"> ✓ Parents of both the victim and the alleged perpetrator will be informed ✓ Depending on content, a referral to social services/ police will be made
<p>Sexual assault A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.</p>	<ul style="list-style-type: none"> ✓ The police may be called ✓ Parents of both the victim and the alleged perpetrator will be informed ✓ A referral to social services may be made Any further action will be dependent on outcome ✓ School will provide support for the victim

Strategy	Description	Responsibility
Class Level	<ul style="list-style-type: none"> <input type="checkbox"/> Each class has their own system of positive interventions and rewards e.g. Dojo points <input type="checkbox"/> Year group leaders check a behaviour management system operates in their year group and co-ordinates the system so support is given and received between teachers and there is consistency across classes <input type="checkbox"/> Classes have a secret student reward system 	Class teachers
Red Hats	<ul style="list-style-type: none"> <input type="checkbox"/> Year 6 students are selected to be “Red Hats”. They are given jobs such as watching the stairs and corridors to make sure that children walk sensibly. They receive training in conflict resolution 	Year 6 teachers
Attendance awards	<ul style="list-style-type: none"> <input type="checkbox"/> Each week the class with the best attendance gets a certificate presented to them. 	Head teacher
Head teacher’s Awards	<ul style="list-style-type: none"> <input type="checkbox"/> These will be given at the end of each half term to 4 children from each class who have made good progress/ or made great effort in academic or non-academic areas. 	SMT
Super Citizens	<ul style="list-style-type: none"> <input type="checkbox"/> Two children are chosen from each class every half term. They are chosen for their all-round good behaviour and attitude towards school. 	Class Teachers