

### **Aims**

- For staff to project themselves as good role models, co-operating and supporting one another, and treating colleagues and pupils with courtesy, consideration and respect.
- For staff to have a high standard of pupil expectation in all aspects of work.
- For staff to try to raise the levels of pupils' self-esteem.
- To provide a broad, balanced and differentiated curriculum which is both interesting and relevant.
- To provide a varied range of teaching and learning styles to suit the needs of pupils.
- To provide an attractive learning environment and quality resources.
- To track pupil progress, set challenging though achievable targets and support children in achieving them, so that children know their efforts are valued and that progress matters.
- To encourage children to accept varying degrees of responsibility, both in and out of the classroom with the purpose of promoting independence, self-reliance and trustworthiness.
- To make provision for a happy working atmosphere in school by promoting the pastoral care of children, with staff giving support and guidance to each individual child.
- To consistently and fairly implement reward and sanctions systems.
- To encourage school/parental partnership, to promote children's education and maintain standards of behaviour.

Other relevant documentation : Anti Bullying Policy, Anti Racism Policy, Lunchtime Policy, Special Needs Policy, Attendance Policy, Marking Policy, Use of Force Policy, Home School Agreement, Safeguarding and Child Protection Policy.

### **Our purpose is:-**

- to maintain levels of good behaviour
- to provide a consistent approach in rewarding good behaviour
- to provide a consistent approach in responding to unacceptable behaviour
- to ensure that behaviour does not inhibit learning or impede potential for any child

### **The Teacher's Role**

Teachers need to establish consistent levels of acceptable behaviour with the support of parents, governors and management. Positive expectations, praise and reward are the key to successful classroom management. Pupils need to know how to make good choices. They need to receive consistent positive encouragement as means of motivation. They need to be taught to manage their own behaviour.

Teacher's need to recognise that effective conditions for learning: (planning, pitch, pace, participation etc) will impact positively on general classroom behaviour.

### **Class Expectations**

These have been developed to be meaningful to children and are about what they should be doing. They are all designed to develop courtesy, good manners and mutual respect. They are to protect children from injury, to care for equipment and to maintain a hygienic, healthy environment.

**The Power of 3: do the right thing; at the right time; in the right place.**

Anti-social behaviour is not condoned. It is essential that parents and teachers work together through discussion and action on any problems which develop. If damage or loss is caused to school property through repeated carelessness or vandalism, parents will be asked to ensure that their child repays a reasonable proportion of the cost from pocket money. Any action however, will be with understanding and in keeping with that of a responsible parent.

### **1 The role of the class teacher**

It is the responsibility of class teachers to ensure that the Power of 3 and The Gates Golden Goals are enforced in their classes, and that their classes behave in a responsible manner during lesson time. The class teachers in our school have high expectations of children with regard to behaviour, and they strive to ensure that all children work to the best of their ability. The staff treat all children in their classes with respect and understanding.

If a child misbehaves repeatedly in class, the teacher deals with it appropriately, in a normal manner within the classroom. However, if misbehaviour continues, the class teacher seeks help and advice from a Phase Leader. If the situation cannot be resolved, the Deputy Headteacher and then the Headteacher will get involved.

The class teacher, alongside SENCO, liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher reports to parents about the progress of each child, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour of a child.

### **2 The role of the Headteacher**

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school. SLT supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Headteacher has responsibility for issuing fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated, or serious acts of anti-social behaviour the Headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

### **3 The role of parents**

The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school. We expect parents to support their child's learning, and to cooperate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents if we have concerns about their child's behaviour.

If the school has to use reasonable sanctions to discipline a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Phase Leader. If the issue remains to be resolved, it will then be referred to the Deputy Headteacher and then to the Headteacher. Failing to resolve the issue then, the school governors will then be involved. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

### **4 All staff**

All staff have a responsibility to reinforce school expectations and procedures. Example- stop children running in the corridor, stop shouting out, encouraging and praising good behaviour, reminding children about expectations.

## **5 The role of governors**

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and alongside the school, review their effectiveness.

The Headteacher has the day-to-day responsibility to implement the school's policy on behaviour and discipline. The governors will support the Headteacher about particular disciplinary issues.

### **Behaviour Guidelines Procedures**

No child should ever be 'sent to the head' as a sanction, as there is no guarantee that the child will arrive or that the head will be available. If, in exceptional circumstances, a child needs to be removed from class or refuses to go to isolation, the head should be sent for. If unavailable, the Deputy or most senior staff member available should be called.

Our 'Positive Handling Policy' clearly defines what is and is not acceptable practice should physical intervention be required. It is vital that any such intervention be reported and recorded.

If a child should run out of school for whatever reason, staff should not overreact and consider reactions carefully. Running after a child could place a child in greater danger by doing so. The Headteacher should be informed immediately and lessons returned to normal as quickly as possible. In most cases the child will remain on site, stay within visual contact or quickly return. Once the child has calmed down, the head or appropriate staff member will attempt to approach the child and calmly persuade him/her to return to school and discuss the situation. If the child refuses or leaves the site, parents should be informed immediately and asked if they would like the police informing. If parents and emergency contacts are unavailable the police should be informed directly.

Upon returning to school it must be made clear to the child that there is no justification for leaving the premises and alternative strategies explained i.e. voluntary 'Time Out'. As well as trying to solve the cause of the problem, the child must be left in no doubt as to the dangers they are exposing themselves to and how seriously the school views this behaviour.

### **Movement in and around School**

All movement in and around school should be purposeful. All staff should see that all children are suitably supervised when moving around the school. Children should always be walking in a Quality Line under the guidance of all staff. Expectations of behaviour of children sent around the school with messages or to show good work should be clearly stated and frequently reinforced by appropriate rewards when followed (refer to Rewards). Children not behaving appropriately should be encouraged to do so; reminded of what is expected or face sanctions for repeated lapses (see Sanctions). Children should always enter the school building quietly after playtime, lunchtime and the Daily Mile to be ready for learning

Example: If observed running, a child should be sent back to a stated point and be observed to walk correctly, accompanied by positive verbal feedback by the teacher or other adult such as 'There you are, you can walk sensibly. Well done!'

If observed running with a total disregard for other people or displayed work then sanctions should be brought to play (see Sanctions). Children observed behaving appropriately, politely and considerately, i.e. holding doors, lining up quietly etc, should be thanked, praised or rewarded with House Points.

### **Rights and Responsibilities**

- Children have a responsibility not to disrupt lessons
- All children have the right to a calm learning environment,
- Children have a responsibility to try their best in all activities. If they do not do so, we may ask them to redo a task

- All children have the right to be safe at school. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- All children have the right to be treated with respect. If a child threatens, hurts or bullies another child, the class teacher deals with the incident appropriately, or refers the incident to the Phase Leader. If it is a very serious incident the Deputy Headteacher or Headteacher will deal with it. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child, such as, creating a behaviour chart, involving the SENCO, writing an Individual Provision Map.

The class teacher discusses the Power of 3 and embeds The Gates Golden Goals into day to day routines with each class. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher can use PSHE, as an opportunity to discuss and resolve these issues.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. Please refer to the Anti-Bullying Policy for more information regarding how bullying is dealt with in school.

The Gates Golden Goals are characteristics we teach the children which support positive behaviours and attitudes. These characteristics are: Independence, Resilience, Progress, Teamwork, Collaboration and Engagement. The goals are woven into all aspects of school life, including school targets and other achievements. Children are taught these characteristics throughout the year, and encouraged to identify examples of where they have demonstrated the goals. The Gates Golden Goals are displayed in all classrooms as part of the Personal Development Display and through the use of Mind Maps.

At The Gates we have a wide range of pupil leadership roles in school. Our leadership roles allow our children to take the lead with a responsibility for different aspects of school life. The impact of these roles in school contributes, and influences, a positive behaviour and culture across school.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE Circular 10/98, relating to section 550A of the Education Act 1996: the Use of Force to Control or Restrain Pupils. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. For more information on this please refer to the Positive Handling Policy.

## **Reward System**

### **Behaviour Guidelines Rewards**

It is very important that praise and reward should have great emphasis. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failure. Praise has a reinforcing and motivational role. It helps a child believe he/she is valued.

#### **1. General**

- Staff praise and congratulate children
- Staff give class points/ house points
- Staff award other small awards, such as stickers, to children who have worked hard, behaved well etc
- Children have the opportunity to contribute to Achievement Assemblies where they are able to show examples of their best work
- Favourable comments can and should be entered on pieces of work, (see Marking Policy).
- Written School Reports should comment favourably on good work, behaviour, involvement in and general attitude to school life, (see Assessment, Recording and Reporting Policy).
- A visit to the Headteacher for commendations.

## **Mental Health and Well-Being**

The school will work towards training for school staff on mental health awareness for children and will work towards implementing programmes of learning around this.

## **2. Whole School Reward System: House Points, PE Award, Attendance Award, School Target Award, Enrichment Afternoon**

As well as the rewards listed above, the school has designed and adopted a consistent approach for rewarding and encouraging good behaviour, effort, attendance and manners by using House Points, Golden Sticker, Attendance & Reading Awards and School Target Award. The 'house' with the most points receives a reward on a half termly basis. House points will be awarded, by any staff in school for good behaviour. Each week an award is given for the class who meets the School Target, has read the most and has the highest attendance & reading. Children who consistently demonstrate excellent behaviour and conduct will be awarded at the end of each half term with an additional playtime

## **3. Certificates**

A weekly assembly is dedicated for the praise and recognition of children who have made particularly noteworthy progress or effort that week.

- Teachers nominate 1 child a week for Star of the Week and may choose 1 other child as an 'Always Child'
- Each nominated child receives a certificate in our Achievement Assembly, where family members are invited to attend
- All staff may also complete a "Golden Book Nomination" slip for any child, for any reason. All nominations are written in the Golden Book, and the Headteacher will select a winner. This child will receive a special Headteacher's certificate

## **4. Attendance**

Children whose attendance is 100% for the year will receive a certificate and small reward at the end of the year. The School Business Manager monitors attendance for identified children (i.e- PPG) and implements a separate reward system for those children who require it.

## **Sanction System for Key Stage 1 and Key Stage 2 (Classroom Behaviour )**

There is a traffic light system (green, amber, red) in place from Reception to Year 6 for sanctioning children for behaviour which is less than acceptable and impacts on learning and the health and safety of the school population. All children start the day on green and their name will moved on the traffic lights if behaviour is less than expected. Warnings are given for low level disruptive behaviour: off task behaviour, shouting out, not following instructions.

In the use of sanctions, pupils learn from experience to expect fair and consistently applied punishments which differentiate between serious and minor offences. Sanctions are applied consistently by all staff.

We have an agreed system of sanctions to register disapproval of unacceptable behaviour. Responses range from verbal reminders to permanent exclusion, and are intended to:

- Provide clarity and consistency of suitable responses.
- Minimise disruption to others especially during teaching and learning time.
- Keep the school population safe
- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied.
- Allow early involvement of parents, line managers, SENCO and support agencies.
- Do everything reasonably possible to avoid exclusion from school.

## **Step 1- Verbal Warning**

Give a verbal warning. Remind the child that their behaviour is not acceptable and what the expectation is.

Give the instruction calmly to start/stop behaviour.

### **Step 2- 1<sup>st</sup> Written Warning**

The child's name is moved to amber. The child should move places in the classroom (this may or may not be relevant given the issue- staff discretion)

Remind the child that their behaviour is not acceptable and what the expectation is. Use the agreed phrase, 'This is your final warning before you receive a Time Out A.' Children should be fully aware of what this means and the possible consequences of continuing with the behaviour.

### **Step 3- 2<sup>nd</sup> Written Warning (Time Out A- 15 min missed playtime, lunch time or Daily Mile)**

The child's name is moved to red. The child misses 15 minutes of playtime, lunchtime or Daily Mile. Remind the child that their behaviour is not acceptable and what the expectation is. Staff who issue the Time Out A should record this on CPOMS on the day it happened.

After the sanction is taken the child's name returns to green on the traffic light system.

### **Step 4- 3<sup>rd</sup> Written Warning**

The child's name is moved to amber. The child should move places in the classroom (this may or may not be relevant given the issue- staff discretion)

Remind the child that their behaviour is not acceptable and what the expectation is. Use the agreed phrase, 'This is your final warning before you have 1 hour out during lunchtime and parents informed via telephone. Do you understand?' Children should be fully aware of what this means and the possible consequences of continuing with the behaviour.

### **Step 5- 4<sup>th</sup> Written Warning (Time Out B- taken at lunchtime, HT and parents informed)**

The child's name is moved to red. The child misses lunchtime, and the Headteacher is informed of this and the class teacher must contact parents on the day to inform them of the incident. Remind the child that their behaviour is not acceptable and what the expectation is. Before a Time Out B is issued, staff are to speak with their phase leader to ensure that the sanction is appropriate. Staff who issue the Time Out B should then record on CPOMS on the day the incident occurs.

*Class teachers should meet with parents for children who arrive at this stage and agree ways forward. The SENCO should also be informed and an Early Help Assessment must be implemented at this stage if there is not one already in place and this is reoccurring behaviour.*

### **Step 6- 5<sup>th</sup> Written Warning**

The child's name is moved to amber. The child should move places in the classroom (this may or may not be relevant given the issue- staff discretion)

Remind the child that their behaviour is not acceptable and what the expectation is. Use the agreed phrase, 'This is your final warning before you will have further consequences. (The further consequences are at the discretion of SLT – each situation is managed at an individual level )Children should be fully aware of what this means and the possible consequences of continuing with the behaviour.

### **Step 7- 6<sup>th</sup> Written Warning (Time Out C- Internal Exclusion and parents informed)**

The child's name is moved to red and the child works with a member of SLT for an allocated time period. Parents will be informed of the incident. Remind the child that their behaviour is not acceptable and what the expectation is. Class teachers should record all Time Out Cs on CPOMS on the day they happen.

*The DHT and SENCO should meet with parents for children who arrive at this stage and agree ways forward. There should be an early meeting called to review the EHA and the involvement of other agencies to avoid fixed term exclusions which would follow on from this stage.*

CPOMS is used to record any Behaviour concerns or issues which are ongoing, involve parental contact, involve senior leaders to support in identifying where further support or agency involvement would benefit a child

### **Sanction System for EYFS (Classroom Behaviour )**

As in line with the rest of the school children in EYFS learn through the use of sanctions and learn expect fair and consistently applied sanctions which differentiate between serious and minor offences. Sanctions are applied consistently by all staff.

We have an agreed system of sanctions to register disapproval of unacceptable behaviour. Responses range from verbal reminders to permanent exclusion, and are intended to:

- Provide clarity and consistency of suitable responses.
- Minimise disruption to others especially during teaching and learning time.
- Keep the school population safe
- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied.
- Allow early involvement of parents, line managers, SENCO and support agencies.
- Do everything reasonably possible to avoid exclusion from school.

There is a Behaviour Chart in EYFS which consists of a green happy face, yellow blank face and a red sad face in line with the colours used throughout school.

#### **Step 1- Verbal Warning**

Give a verbal warning. Remind the child that their behaviour is not acceptable and what the expectation is. Give the instruction calmly to start/stop behaviour.

#### **Step 2- 1<sup>st</sup> Written Warning**

The child's name is moved to the yellow face.

Remind the child that their behaviour is not acceptable and what the expectation is. Explain if they have to be spoken to they will have to go onto the red face and they will have a 5 minutes timeout. Children should be fully aware of what this means and the possible consequences of continuing with the behaviour.

#### **Step 3- 2<sup>nd</sup> Written Warning (Time Out A- 5 minutes time out on a thinking chair)**

The child's name is moved to the red sad face. Using a 5 minute timer the child is to have 5 minutes time out in a quiet space in the classroom. Remind the child that their behaviour is not acceptable and what the expectation is. Class teachers should record all Time Out As on CPOMS on the day they happen.

The child continues their time in the classroom after the 5 minutes and their name is moved back to the green face.

*Class teachers should meet with parents for children who are often at this stage and agree ways forward. The SENCO should also be informed and an Early Help Assessment should be considered at this stage if there is not one already in place.*

#### **Step 4- 3<sup>rd</sup> Written Warning**

The child's name is moved to the yellow face.

Remind the child that their behaviour is not acceptable and what the expectation is. Use the agreed phrase, 'This is your final warning before you have 10 minutes in another classroom, or miss some of lunchtime play (if the

incident occurs in the morning). Do you understand?' Children should be fully aware of what this means and the possible consequences of continuing with the behaviour. Parents are informed via telephone.

#### **Step 5- 4<sup>th</sup> Written Warning (Time Out B- missing play/ lunchtime HT and parents informed)**

The child's name is moved to red face. The child will miss 20 minutes play/ lunchtime and the Headteacher is informed of this and the class teacher must contact parents on the day to inform them of the incident. Remind the child that their behaviour is not acceptable and what the expectation is. Before a Time Out B is issued, staff are to speak with their phase leader to ensure that the sanction is appropriate. Class teachers should record all Time Out Bs on CPOMS on the day they happen.

*Class teachers should meet with parents for children who arrive at this stage and agree ways forward. The SENCO should also be informed and an Early Help Assessment should be considered at this stage if there is not one already in place and this is reoccurring behaviour.*

#### **Step 6- 5<sup>th</sup> Written Warning**

The child's name is moved to yellow face.

Remind the child that their behaviour is not acceptable and what the expectation is. Use the agreed phrase, 'This is your final warning before you are removed from your classroom for 20 minutes and will sit outside the HT office working on your own and parents are informed via telephone. Do you understand?' Children should be fully aware of what this means and the possible consequences of continuing with the behaviour.

#### **Step 7- 6<sup>th</sup> Written Warning (Time Out C- Internal Exclusion and parents informed)**

The child's name is moved to red and the child works with a member of SLT for an allocated time period. Parents will be informed of the incident. Remind the child that their behaviour is not acceptable and what the expectation is. Class teachers should record all Time Out Cs on CPOMS on the day they happen.

*The DHT and SENCO should meet with parents for children who arrive at this stage and agree ways forward. There should be an early meeting called to review the EHA and the involvement of other agencies to avoid fixed term exclusions which would follow on from this stage.*

### **Exclusions**

In rare circumstances where continual unacceptable behaviour repeatedly occurs, a child may be excluded from school. This could take the form of fixed-term or permanent exclusion. Behaviour that warrants a fixed term or permanent exclusion may be:-

- Severe physical/ violent aggression towards other children or staff.
- Damaging school property, (throwing chairs, destroying displays etc.)
- Refusal to follow clear instructions from staff
- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Carrying an offensive weapon
- Supplying an illegal drug
- Severe threatening or verbal aggression towards other children or staff
- Exiting the school premises without permission

Only the Head teacher (or the designated person in her absence) has the power to exclude a child from school. The Head teacher may exclude a pupil for one or more fixed periods for up to 15 days per term or 45 days in an academic year. The Head teacher may exclude a pupil permanently. If the Head teacher excludes a child, the parent/carer will be informed in the first instance by telephone call or in person and the given a letter detailing the reasons for the exclusion. Within this documentation parents/carers will be informed they can appeal against the decision to exclude to the governing board. A reintegration meeting is held when the child is due to return to school after an exclusion.



Serious incidents need to be treated on an individual basis and the circumstances investigated. In exceptional circumstances permanent exclusion may be considered for a first or 'one off' offence, or one which is a serious breach of school policy. These may include:

### **Lunchtimes and Morning Playtime**

Children are sanctioned, with a Time Out B, for the following. The lunchtime staff issue the sanction and record this on CPOMS, alert the class teacher and the child sits out for the remainder of that lunchtime and some of next day (depending on time):

- Rough Play
- Refusing to follow instructions
- Swearing

Professional judgement is required regarding which step best reflects the most suitable sanction given the behaviour displayed.

### **Links with other Policies/Documentation**

Anti- Bullying Policy – The Gates seeks to ensure that all staff and pupils have a clear understanding of what bullying is and seek to minimise it by all available means.

Safeguarding & Child Protection Policy– Beaumont staff & Governors are aware of their safeguarding responsibilities as set out in statutory guidance part 1 of "Keeping Children Safe in Education" & will receive regular safeguarding training and read the policy annually.

Suspension and Permanent Exclusion Policy DFE -Behaviour in Schools, advice for Headteachers and school staff (Sept 2022)

### **Monitoring and review**

The Deputy Headteacher monitors the effectiveness of this policy on an annual basis in conjunction with staff. It is the responsibility of the governing body to monitor the number of exclusions, and to ensure that the school policy is administered fairly and consistently.

This policy will be formally reviewed bi-annually. It may be reviewed earlier than this if the government introduces new regulations, or if the school or governing body receives recommendations on how this policy might be improved.

### **Review**

This policy will be reviewed on an annual basis, by the headteacher, and up-dated where appropriate, however if a weakness is identified in school procedures, the policy will be reviewed and revised immediately.