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Ethos

The creation of a positive ethos and excellent behaviour from the children at The Gates Primary School is paramount. Without mutual respect, high expectations and effective discipline the delivery of a broad, balanced and adaptive, bespoke curriculum becomes impossible.

Whilst we have pride in the behaviour of the vast majority of our pupils, we do have a minority whose behaviour does not always meet with our expected code of conduct. It is therefore vital that we recognise these behaviours and develop strategies for dealing with them that are restorative and reflective.

Aims

- For staff to project themselves as exemplary role models, co-operating and supporting one another, and treating colleagues and pupils with courtesy, consideration and mutual respect.
- That children can anticipate our reaction and modify their behaviour accordingly.
- Clear rules are established and made explicit.
- Staff are consistent in their dealings with pupils.
- All staff interpret school rules in the same way.
- Parents are aware of the school rules and the consequences of their child's actions.
- Everyone feels that the system is fair.
- Staff have a high standard of pupil expectation in all aspects of work.
- Staff strive to raise the levels of pupils' self-esteem.
- Staff provide a broad, balanced and differentiated curriculum which is both interesting and relevant.
- Staff provide a varied range of teaching and learning styles to suit the needs of pupils.
- Staff provide an attractive, purposeful learning environment and quality resources.
- Staff track pupil progress, set challenging though achievable targets and support children in achieving them through adaptive teaching, so that children know their efforts are valued and that progress matters.

- Staff 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.
- Staff 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.
- All staff consistently and fairly implement reward and sanctions systems.
- All staff 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.

Responsibilities

The responsibility for the guiding principles on Behaviour for Learning rests with the Governing Board and the Headteacher.

Day to day management of the policy and the whole school approach rests with the Headteacher. Classroom sanctions rests with the teacher teaching the class, whether it be a supply teacher, support teacher or another member of the staff. The class teacher is supported, in the first instance by the Key Stage Leader, then Deputy Headteacher and then by the Headteacher.

Playground sanctions rest with the teacher on duty in the Playground who will inform the class teacher of any breach in behaviour. Severe breaches of behaviour should bypass the class teacher (who would still be informed but not be expected to deal with it) and be sent straight to the Headteacher or the Deputy Headteacher, in the Headteacher's absence.

Dinnertime behaviour is the responsibility of the Teaching Assistants with the support of the Senior Leadership Team member on duty. They are accorded the same authority as a class teacher for the period that they are on duty.

Curriculum

The planning, delivery and evaluation of the curriculum should recognise that the equality of its content and the teaching and learning methods through which it is delivered are important influences on pupils' behaviour. This has implications for the planning and management of the curriculum:

- Teachers must plan lessons that engage the children at their level to allow them to learn.
- Children must clearly understand the tasks set and the expected outcomes.
- Children who are disruptive may have an unmet need or low self-esteem which needs to be addressed. They should be supported and have their confidence boosted through highlighting those things they are good at.
- The curriculum may have to be amended to make full use of the disruptive child's interests and skills.

Rewards and Consequences

We understand that our children are learning the impact of their behaviour. Working alongside parents, we are preparing our children for the wider world and teaching them that all behaviour has a consequence (positive and/or negative). At The Gates, we believe there should be a balance between rewards and sanctions. However, research has shown fairly conclusively that rewards (positive consequences) are most effective in modifying children's behaviour than sanctions (negative consequences) and have a greater effect on improving the standard of children's work.

We should look for good behaviour and reward with an intrinsic or extrinsic reward. We should try to praise quickly but ensure that the child knows exactly what is being rewarded and understands that it is behaviour and positive attitudes to learning which are being praised.

Staff use strategies in class and across the school that promote reflection and resilience and support learning. Use of PIP (Praise in Public) and RIP (Reprimand in Private) is embedded across the school.

Rewards

The Gates Primary School uses a house points system, where children can build up individual points whilst simultaneously collecting house points. Points are given for following the Gates Golden Goals (resilience, progress, independence, inclusion, respect, engagement and collaboration) in addition to other positive behaviours. All members of staff at The Gates are expected to give out House Points and these can be given at any point in the day.

Children will receive a reward when they complete their Success Cards at 30 points. A child will take their Success Card to the Headteacher to earn a prize from the prize box.

Points are celebrated weekly during assembly, with the House Cup on display showing the winning house colours. At the end of each half-term, the winning house will be awarded a house team reward event- with suggestions from the School Council and house team representatives.

Consequences

Different behaviours require different consequences.

Lunchtime Behaviour

The Gates Primary School promotes positive playtimes with clear rules, rewards and sanctions for the children's time on the playground. Children will be managed in line with our classroom rules and will receive a pink card for negative behaviour, which is sent to parents to be signed. Children will receive house points for displaying positive behaviour.

Staff Role

- Staff role is to have high expectations for learners' behaviour and conduct, and applies these expectations consistently and fairly. This is reflected in learners' behaviour and conduct (Ofsted 2023).
- Positive expectations, praise and reward are the key to successful classroom management. Pupils need to know how and be taught 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 and be reflective.
- Staff need to facilitate the opportunity for restorative practices to be implemented.
- Teacher's need to recognise that effective conditions for learning (planning, pitch, pace, participation etc) will impact positively on general classroom behaviour.
- In dealing with disruptive children, staff should modify their behaviour, which requires constant monitoring of individuals and situations in order to evaluate and plan for future action. To be successful in all these roles, staff need to be aware of, and be able to interpret the signals they are being given.
- In this way staff can control the learning environment rather than be in a situation of crises management – pro-active rather than reactive.
- Children's behaviour and actions taken should be logged on CPOMs.
- 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 become 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.
- It is the responsibility of class teachers to ensure 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 and are aware of when the policy may require adaptation to match a child's individual needs.

- All teaching staff at The Gates have received training in emotional coaching to use as a strategy to support them in managing challenging behaviour.

Self-Awareness

- The behaviour of some children can illicit strong responses from teachers. To have feelings about certain incidents and situations is natural, but staff should be aware of their own feelings and reactions in order to prevent escalation of a situation through over-reaction. Staff must always be aware that they are the professional adult in any school situation.

Volatile Situations

- Definition of a volatile situation: where the behaviour of a child is putting staff and/or pupils at risk, i.e. threatening to throw furniture, verbal/physical abuse (e.g. racists, homophobic, foul language)
- If there is an additional member of staff in the classroom following a volatile situation any member of staff requiring time to reflect/calm down may leave the classroom. If the staff member is on their own in the classroom, they can ask an additional member of their department to remain with their children.

Rights	Responsibilities
<ul style="list-style-type: none"> • To be supported by peers and managers 	<ul style="list-style-type: none"> • To ask for support when needed • To offer support to colleagues and managers
<ul style="list-style-type: none"> • To be listened to • To share opinions 	<ul style="list-style-type: none"> • To listen to others • To give opinions in a constructive manner
<ul style="list-style-type: none"> • To be treated courteously by all others in the school community 	<ul style="list-style-type: none"> • To model courteous behaviour • To recognise and acknowledge positive behaviour in others
<ul style="list-style-type: none"> • To be made fully aware of the school's systems, policies and expectations 	<ul style="list-style-type: none"> • To support others in developing their skills in promoting positive behaviour and regular attendance • To acknowledge areas of won skills which could be developed • To try new approaches • To follow individual behaviour plans

Pupil's Role

All pupils have the right to a broad, balanced education filled with enrichment, enjoyment and achievement; however, this must come with the knowledge that they have a responsibility to make a positive contribution. Pupils at The Gates Primary School are given a copy of the Home School Agreement to share with their parents. Copies are signed and returned to school.

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 a child receives a Pink Slip, the parent will be informed and this must be discussed with the child and returned to 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.

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 governors will support the Headteacher about particular disciplinary issues.

Sanctions:

1. Whole Class Polite Reminder/ Individual Polite Reminder
2. 1st Warning (ask child to identify why they have been given a verbal warning for self-awareness & name recorded on teacher desk)
3. Final warning (name with x on teacher desk) – Moved in class & 5 minutes ‘thinking/reflection time’ at break time with adult for restorative practices.
4. **Level 1 – Time Out A** (name with xx on teacher desk) – Moved to neighbouring class with work (no Ipads) for 10mins & to complete ‘Thinking Sheet’ at next break time. Can be moved directly here if the child has hurt another child, used inappropriate language (swearing, racist, LGBT+ phobic, sexually inappropriate, deliberately disrespectful to adults). Parents informed if moved straight to this point.
5. **Level 2 – Time Out B** (name xxx on teacher desk) – sent to another adult / SLT for remainder of session. Parents Informed. Can be moved directly here if deliberately refusing to follow instructions. Thinking sheet completed. Misses dinnertime play.


EYFS / KS1 – As a restorative and reflective approach, this is reset following each break time, dinner, daily mile time.

KS2 – As a restorative and reflective approach this is reset at dinnertime with a fresh start for the pupil.

A Pink Slip is sent home if a child has been moved directly to Level 1, or if they have reached Level 2. Parents are required to sign and return.

This graded response MUST be made explicit to all children. Any missed playtime MUST be fully supervised by a member of staff (where possible the teacher issuing the punishment) and a Reflection Sheet completed to be discussed with the child.

Pink Slips

 <u>Pink Slip- Time Out (Loss of play/lunchtime)</u>	<u>Pink Slip- Time Out (Loss of play/lunchtime)</u>
I have lost my playtime because:	(To be returned the next day).
I have been fighting.	I have spoken to my child about their behaviour and what they must do next time.
I have not followed the warnings given and continued to misbehave.	Please tick: <input type="checkbox"/>
I have been swearing.	
I have made a racist/homophobic comment.	
I have answered back/shouted at a teacher.	
I have disrupted other’s learning.	
I have purposefully damaged school equipment/resources.	
I have purposefully hurt another child/adult.	
Details:	

<u>Signed</u> Child: _____ Staff member: _____ SLT/Headteacher: _____ Date: _____	<u>Signed</u> Parent/Carer: _____ Child: _____ Date: _____
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Behaviour Guidelines Procedures

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.

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 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, homophobia, racism or bullying, the class teacher will use PSHE and The Big Question, 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, Inclusion, Respect, 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. Children's names are moved to goals that they have demonstrated and house points are awarded for this.

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.

Team Teach approach and Physical Intervention

- Team Teach – is bespoke training of de-escalation strategies for teachers
- 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. For more information on this please refer to the Positive Handling Policy.
- **Our aim:** through the promotion of de-escalation strategies and the reduction of risk and restraint, to support teaching, learning and caring, by increasing staff confidence and competence, in responding to behaviours that challenge, whilst promoting and protecting positive relationships. Positive Behavioural Support (PBS) approaches are entirely compatible with Team-Teach.
- SLT are trained in Team Teach techniques.
- Physical restraint is used **as a last resort and ONLY when the safety of a child/children is in danger**. Team Teach restraint/holds are followed.
- Where possible this should only be used by Senior Leaders (however occasions may occur where immediate intervention is required).
- At least 2 members of staff should be present.
- Any incidents where Team Teach is used is documented on CPOMS and categorised under 'Team Teach'
- Parents/carers are informed of the actions taken immediately after the incident.

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 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
- Staff move children's names to Golden Goals that they have demonstrated
- 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's Designated Mental Health First Aider is Paula Jackson who is currently completing the Mental Health Lead Training. School will provide regular training for staff on mental health awareness for children and will implement 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.

Suspension and exclusions

The HT or 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.

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.

Appendix:

Behaviour Levels Checklist

	CONSEQUENCE	BEHAVIOURS
LEVEL 1	<ul style="list-style-type: none"> Polite reminder Warning Time out in class 	<ul style="list-style-type: none"> Interrupting/shouting out Being silly / inappropriate giddiness Not listening Bad manners Not settling Running down corridors Disturbing others
Level 2 – Time Out A	<ul style="list-style-type: none"> 10 minutes time out at break - reflection time. Red card at lunchtime. 	<ul style="list-style-type: none"> Accumulation of L1 incidents Inappropriate gestures Disrespectful attitude/answering back Name calling Using bad language (not at someone) Toy fighting Tantrum / Sulking Misuse of school equipment Being in the wrong place around school
Level 3 – Time Out B	<ul style="list-style-type: none"> Sit alone for rest of lesson/day. Misses dinnertime break Pink card at lunchtime. 	<ul style="list-style-type: none"> Accumulation of L1 and L2 incidents. Refusal to follow instructions Making threats Invading someone’s personal space Bad language (directed at someone) Discriminatory language based on protected characteristics

Higher Order Behaviour Incidents (not required as part of daily routine)

SLT Required:

CONSEQUENCE	BEHAVIOURS
<ul style="list-style-type: none"> Immediate isolation to another part of school to work for the remainder of the day. Teacher contact parents. Parents meet with senior 	<ul style="list-style-type: none"> Accumulation of L2, L3 incidents. Walking out of class Throwing things Hiding in school Being unsafe to myself or others Arguing with staff

<p>leader at home time.</p> <ul style="list-style-type: none"> • Letter home. 	<ul style="list-style-type: none"> • Hurting someone deliberately • Real fighting • Swearing with intent
<ul style="list-style-type: none"> • Immediate isolation to another part of school to work for the remainder of the week. • Sent to HT / DHT. • Contact parents immediately. • Letter home. • Inform Governing Body. • Consider exclusion. 	<ul style="list-style-type: none"> • Assault • Carrying weapons • Running out of school • Serious damage to property

**Appendix:
Think Sheet**

What happened?

What did I do?

What led up to the incident?

What were the consequences?

What could I have done differently?