



Glenthorne Community Primary School Behaviour policy

There are different sets of code/rules for different areas within the school:

- Whole School Code/rules
- Classroom Code/rules.

These are all underpinned by positive behaviour management. All rules/codes in school are written positively. The codes are displayed prominently around the school and reinforced and referred to regularly in assemblies and everyday school life. The codes/rules are written and reviewed in conjunction with the Pupil Leadership Team.

Whole School Rules/Code

Great teams work together
Respect each other
Everyone listens
Enjoy and achieve
Never give up!

Classroom Code/rules

A Classroom code or set of rules is agreed by children at the beginning of the year. The rules/code are displayed in class and referred to throughout the year.

Rewards

Individual Rewards

All children may also gain an individual reward for excellent behaviour, effort, work or politeness etc in class.

- Verbal praise
- House points (mainly used in books for good work)
- Stickers
- Written comments
- Star of the week
- Recognition in the 'Golden Book'
- Good work sent to other classes/teachers or headteacher

Green Cards

- EYFS given treat at the end of the day if card is green.
- KS1 and KS2 at the end of the day sticker given to be placed on the class chart.

Class Rewards

Golden cards given to best class for following reasons:

- Entry to assembly and positive assembly conduct.
- Exit from assembly.
- Lining up at the end of break.
- Lining up at the end of lunchtime.
- Tidiest cloakroom area.

If a class receive 10 golden cards they will receive a treat that they value as a class, these include; 10 minutes of extra play, computer time, 10 mins free choice in class or a similar alternative. It is important that children receive this award as soon as possible after receiving the 10th card.

House Awards

- House point cup awarded to house captains each Thursday to house that has collect the most House points during that week.
- Inter house competitions.
- Sports day - points are collected and a sports shield is awarded to the winning house

Celebration/Achievement Assemblies

Weekly - assembly children may share personal achievements (trophies/certificates)
awards assembly will be held to give out certificates and awards (e.g. house points).

Changing behaviour

Always focus on the behaviour and not on the child.

Throughout school (playground, classroom, around the school) always follow the four steps:

1. Gain child's attention by describing desired behaviour e.g. by praising others that do it.
2. Gain child's attention by stating what behaviour is unacceptable, what behaviour is desired and what the consequences will be.
3. Give an 'official' warning and reiterate consequences.
4. Consequence enforced.

Consequences

There is a hierarchical order of consequences building in seriousness.

Please remember all cards must be return to white after each consequence has been completed or a new day has begun.

Stage 1	Verbal warning
Stage 2	Second verbal warning
Stage 3	Miss part of playtime/lunchtime OR time out
Stage 4	Sent to SLT persistant behaviour.
Stage 5	Sent to Head teacher/ Deputy

Behaviour system	
<p>Stage 1 = verbal warning Reinforcement of school rules (examples) - Calling out - Being disrespectful - Failure to follow simple instructions - Poor display of common courtesies - Inappropriate play</p> <p>Stage 2 = Second verbal warning Reminder of school rules</p> <p>Stage 3 - Yellow Card Miss part of playtime/lunchtime (time out). EYFS and KS1 miss 5 minutes of play, KS2 miss 10 minutes of play. Incident is recorded in 'Behaviour Book'.</p> <p>Stage 4 - Red Card Repeated undesired behaviour sent to KS Co-ordinators /SLT Child/children involved to discuss their opinion of what has happened. Incident recorded in 'Behaviour Book' Consequence miss all or part of lunchtime the same or following day. Parents contacted.</p>	<p>*Children may move straight to stage 5 depending on the severity of behaviour</p> <p>- Physical contact with intent to hurt - Fighting - Wilful damage to other people's property (including school property) - Swearing</p> <p>Child/children involved to discuss their opinion of what has happened. Incident recorded in 'Behaviour Book' in</p>

<p>Stage 5 - Head/Deputy</p> <p>Contact parents, invite parents to formal meeting with classteacher and Head/Deputy. Recorded in 'Behaviour Book'. 3 x Red Cards within a half term will make a Stage 5.</p>	<p>teachers desks.</p> <p>If necessary pupils may work in isolation in another classroom or with a senior member of staff</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------

If children are given a Stage 3/4 or 5 incident, the member of staff issuing the warning must record the incident. This is done by writing in the behaviour book. It is important the member of staff involved in the incident records the event so all of the information is accurate.

At lunchtimes - staff initially record incident in behavior slips which are stapled into class behaviour books. Also Dinner ladies feedback verbally for minor incidents and complete behaviour slips which are stapled into class behaviour logs.

Behaviour book

Through recording in a Behaviour Book we should recognise any series of events or repeated behaviour so that issues can be dealt with in the early stages.

Behaviour incidents that have resulted in warnings or consequences **MUST** be recorded in the year group Behaviour Book. Incidents outside of classroom or when classes are supervised by another member of staff or Supply (PPA, Supply, wet break time/lunch time) **MUST** also be logged.

Lunchtime supervisor, after school club leaders or other adults are given slips of paper to record the incidents. These must be given to the child's class teacher who can agree the action and add the slip to the Behaviour Book. Any incidents that have been logged should be highlight to KS Leader or class teacher as soon as possible, e.g. staright after lunch (Lunch supervisors), or first thing in the morning (after school club).

Each half term SLT will track behaviour through the books and create personalised intervention plans for children who appear to be developing a trend o have become an increasing concern. The interventions will vary and be bespoke to the needs of the child.

Each book contains a quick reference class list (inside the book cover). All cards awarded should be coloured on this grid and the date written on, allowing teacher to identify children who are developing a trend in the early stages.

Year group book will move up through school with children to the next year group. This will provide a history of events and serve as a reference if needed.

Severe behaviour

Follow flow diagram for reporting, logging and providing a consequence for unwanted behaviour - children need to be sent to Headteacher or Deputy in first instance or phase leaders if not available.

Use of reasonable force

Although, use of force is avoided wherever possible Appendix A (only available in policy folder in school office) covers advice and guidance on this issue. Please request this from the school office if required.

Pupils' Conduct Outside the School Gates

The Education and Inspections Act 2006 gives Headteachers the statutory powers to discipline pupils outside the school gates, "to such extent as is reasonable."

Where incidents outside school are witnessed by school staff or reported to the school the Headteacher will use their discretion and if discipline is deemed necessary will be applied in line with the Behaviour Policy.

Pupils may be disciplined for any misbehaviour when the child is:

- Taking part in any school-organised or school-related activity.
- Travelling to and from school.
- Wearing school uniform.
- In some other ways identifiable as a pupil at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school.
- Poses a threat to another pupil or member of the public.
- Could adversely affect the reputation of the school.

Pastoral Care for School Staff Accused of Misconduct

The school will not necessarily immediately suspend a member of staff who has been accused of misconduct, pending an investigation. Advice in "Dealing with Allegations of Abuse against Teachers and Other Members of Staff" published August 2011, should be followed along with HR/ first response advice.

The school will take extremely seriously any malicious allegations made by pupils and will consider temporary or permanent exclusion as an appropriate punishment.

Equal opportunities

All children will have equal access to all aspects of the curriculum and school life. We will monitor our practises to achieve this and ensure that we pay regard to the Equality Act 2010. In line with this policy children will be treated in a fair and consistent manner throughout school.

This Policy was agreed by Governors on:

Chair of Govs: D.Martin

Headteacher: L.Bridgwood

Date: 7.1.2016

Date: 7.1.2016

This Policy will be reviewed by: Date 07.01.2017

Appendix A: Use of reasonable force

Advice for head teachers, staff and governing bodies.

The following advice is taken from the above DfE guidelines 2012.

Key points.

School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.

What is reasonable force?

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

Section 93, Education and Inspections Act 2006

Schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit.
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.
- Restrain a pupil at risk of harming themselves through physical outbursts.

Section 93, Education and Inspections Act 2006

Glenthorne does not have a 'no contact' policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm.

Power to search pupils without consent:

In addition to the general power to use reasonable force described above, head teachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items":

- Knives and weapons.

- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

3 Section 550ZB(5) of the Education Act 1996.

Screening, Searching and Confiscation

Schools have the legal powers to search pupils without consent if they suspect them of possessing prohibited items.

Schools have the legal authority to confiscate prohibited items and dispose of them in an appropriate manner.

The Governing Body advises the school to act according to the advice given in "Screening, Searching and Confiscation - Advice for Headteachers, Staff and Governing Bodies," published by the Department of Education.

School staff can search a pupil for any item if the pupil agrees. This can include, for example, looking in the pupil's bag and requesting that they turn out their pockets. There is no requirement for the pupil to give a formal written consent for this. It is enough that a request is made and acceded to.

The Headmaster and staff 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. These items are:

- Knives or 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,
To cause personal injury to, or damage to the property of, any person (including the pupil).

The following items which are banned by the School;

- Any substances intended to resemble drugs, legal drugs, performance enhancing drugs, anabolic steroids, glue or any other substance held for purposes of misuse.
- School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.