

Autumn 2018

Behaviour policy and statement of behaviour principles

Gwladys Street Community Primary & Nursery School



Approved by: [Name]

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Contents

1. Aims.....	2
2. Legislation and statutory requirements.....	3
3. Definitions.....	3
4. Bullying.....	4
5. Roles and responsibilities.....	5
6. Pupil code of conduct.....	6
7. Rewards and sanctions.....	6
8. Behaviour management.....	8
9. Pupil transition.....	10
10. Training.....	10
11. Monitoring arrangements.....	10
12. Links with other policies.....	10
Appendix 1: written statement of behaviour principles.....	12
Appendix 2: School Code of Conduct.....	13
Appendix 3: Visual systems to support positive and negative behaviour.....	15
Appendix 4: Letter to parent / carer about their child's behaviour.....	16
Appendix 5: Gwladys Street's 16 chosen strategies to diffuse and de-escalate.....	18

1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

Philosophy

The underlying principle of Gwladys Street Community Primary and Nursery School Primary School's Behaviour Policy is that:-

We all have the right to work, play and learn in a friendly, safe and helpful school.

We believe that children learn best in a happy, safe and caring environment and that it is the responsibility of all staff, pupils, parents and governors to promote this ethos.

Our Behaviour Policy is based on some of the statements within Gwladys Street Community Primary and Nursery School Code of Conduct;

TEAM

- Trust, listen and respect
- Enjoy everyday
- Achieve and believe in ourselves
- Make everyone feel safe and welcome

We have a clear system of rewards and consequences which we share with pupils and parents.

We believe that the role of parents/carers is critical in the success of this policy. Parents/Carers are the prime educators and we will expect support from them both in the promotion of the beliefs and operation of this policy and when the school is forced to apply the procedures laid later.

It is the responsibility of the primary school to develop social skills which will help each child live happily in the world and which allows them to co-exist peacefully in an atmosphere of care and support. These values are made explicit and expanded in the Early Learning Goals and are implicit in the delivery of the National Curriculum and the development of a good school.

Similarly, staff and parents/carers should act as role models from whom children can gain a great deal in developing their own life skills.

This Behaviour Policy and its principles and beliefs will be implemented throughout Gwladys Street Community Primary and Nursery School. The classroom and the curriculum are the starting points, but equally the playground and after-school activities will be encompassed by the same set of ideas and beliefs.

2. Legislation and statutory requirements

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

- [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:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in wet areas or other areas of the school building, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

5. Roles and responsibilities

5.1 The Governing Body

The governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

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.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently and to uphold the school's code of conduct (see appendix 2)
- Modelling positive behaviour
- Promote good behaviour and deal with incidents of poor behaviour in a non-confrontational manner
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Creating a safe, caring and pleasant environment
- Recording behaviour incidents

To report to and meet with parents / carers when necessary.

The class teacher should initially deal with any behaviour incidents before seeking support and guidance from the Learning Mentor. The senior leadership team may then be further called upon to support staff in responding to behaviour incidents. In some instances, depending upon the severity of the situation, it may be necessary to make an instant referral to the Head teacher or member of the SLT.

5.4 Parents

Parents are expected to:

To fully support the School's Code of Conduct for pupils, and parents / carers

- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

To take an interest in the children's work and celebrate their achievements

To encourage the development of appropriate social skills, e.g. good table manners and common courtesy.

To attend parents evenings and support school functions

To inform teachers of the reasons for all absence on the first morning that the child is absent

To ensure that children arrive in school on time

To dress pupils in school uniform and to provide appropriate P.E. kit

To attend pre-arranged appointments with teaching staff and the Headteacher

To provide good role models for children promoting positive behaviour at home in order to have continuity between home and school

To support their child in completing homework, including listening to them reading regularly

To use any technology applications and messaging facilities appropriately and respectfully

To work alongside teachers to ensure the best outcomes for pupils.

6. Pupil code of conduct

The Code of Conduct clearly states what behaviour is acceptable and what is not acceptable, i.e. the school 'rules'. All children are expected to make a full contribution to the school and support the positive endeavours of all its members. Good behaviour and discipline are key foundations for good education. Without an orderly atmosphere effective teaching and learning cannot take place. Rules are essential for the benefit of all in any community and we try to keep these as simple as possible, but we do expect them to be kept. They are:

- We take responsibility for our own learning and help each other to learn
- We show respect to other people, their belongings, the classroom and the school environment
- We do what we are asked by members of staff and volunteers
- We are kind in our words and our actions
- We move quietly around the school in a sensible and safe manner
- We wear the correct uniform at all times
- We are good role models for our school inside and out of school.

7. Rewards and sanctions

Positive Behaviour Management

We place emphasis on self-responsibility and caring for others by using the acronym TEAM.

TEAM

- Trust, listen and respect
- Enjoy everyday
- Achieve and believe in ourselves
- Make everyone feel safe and welcome

7.1 List of rewards and sanctions

At Gwladys Street we want the children to work hard and behave well at all times. To support this, we have visual systems in place to monitor and support positive and negative behaviour (see appendixes 2 and 3).

Positive behaviour will be rewarded with:

- Praise
- Stickers
- Class dojo points (see appendix 2 for an explanation of class dojo)
- Certificates
- Verbal and written praise
- Star of the day / week awards
- Special responsibilities/privileges
- Golden Table for positive lunchtime behaviour
- Golden Ticket Prizes
- Prizes/Visits from the Head teacher and Deputy Headteacher
- Positive verbal and written feedback to parents
- Child sent to other teachers or member of the SLT (Senior Leadership Team) to share good work/behaviour
- End of Year 6 Award Ceremony
- Additional playtimes
- Class rewards e.g. trips out or visitors into school

The school may use one or more of the following sanctions in response to unacceptable behaviour:

Missing part/all of playtime and or lunchtime

Negative 'dojo point(s)'

A verbal reprimand

Sending the pupil to another class teacher

Child sent to the Learning Mentor and parent meeting arranged

Child sent to Headteacher, Deputy Headteacher or member of the Senior Leadership Team

Report Card / behaviour chart implemented by class teacher

Individual and group intervention strategies

In extreme circumstances e.g. if the learning of others is being continually disrupted, it may be necessary for a child to work individually or in a small group with the Learning Mentor and/or Learning Support Assistant (see appendix 4) for a sample letter to parents about their child's behaviour).

For any pupils who are not of statutory school age, Gwladys St Governors expect full parent/carer support in managing challenging behaviour e.g. timetable variations depending upon the age and developmental needs of each individual pupil.

If a child's behaviour is continuously disrupting learning, and the loss of dojo points is having no impact, the class teacher should contact the Learning Mentor and/or SENCO for further support and guidance.

Children who have specific emotional/behavioural issues will be given a B.P. (Behaviour Plan). The B.P. is shared with parents/carers and they are asked to sign this document. If a parent/carer does not return a signed B.P. then the document is posted to the home address. They may also receive additional support from Calm Central.

Other services that can also be engaged are CAMHS, YPAS and local Sure Start. These services can offer advice or help to both pupils and parents.

EHATS

Where a class teacher has specific concerns about the behaviour of a pupil within their care, under the guidance of the SENDCo, they may be asked to complete an EHAT. This may give the pupil access to a range of additional services e.g. Educational Psychologist, CAHMS, Liverpool Inclusion Team and other support agencies.

Positive handling plan

Children who continue to display negative behaviours such as issues with non-compliance and physical aggression may be placed on a PHP (Positive Handling Plan). This will be devised by the SENDCo, Learning Mentor or a member of the SLT. A meeting will be held with parents during which the plan will be discussed and 'Team Teach' techniques will be demonstrated to them.

7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip / residential or on the bus on the way to or from school.

7.3 Malicious allegations

The school follows the most recent publication of "Managing Allegations Against Staff" produced by the Liverpool Children's Safeguarding Board when managing allegations of assault and professional misconduct by members of school staff.

However, if a pupil or parent/carer makes an accusation against a member of staff and that accusation is shown to have been malicious, the Head teacher and the Governing Body will take robust action.

The Headteacher or another member of the SLT will support the pastoral needs of staff members who experience allegations of misconduct.

8. Behaviour management

8.1 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
- 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
- Rewarding and praising children regularly
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

8.2 Physical restraint

Team Teach

Gwladys Street School follows the Team Teach approach which is a crucial part of the whole school Behaviour and Discipline Policy. This particular approach focuses on de-escalation strategies such as talking things through, distraction, humour, change of environment/staff member etc. All staff attend regular training in line following all strategy guidance on the 'Team Teach' approach.

Appendix 5 highlights the 16 chosen strategies staff have selected to de-fuse and de-escalate incidents of improper behaviour.

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

- Causing disorder
- Hurting themselves or others
- Damaging property

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
- All behaviour incidents are logged on the school online database. All members of staff, including support staff, have access to this database. Dates, times, places and consequences are logged and can be accessed by members of the SLT to monitor whole school behaviour.

Staff are reminded that this online log is not for safeguarding incidents. If unsure, please seek advice from Safeguarding officers.

Recording of restraint

Staff will record any use of restraint or contact of a pupil during any behavioural event in the logbook found in the main office. They will also record the event on the appropriate forms which can be obtained from the Headteacher. All parents of pupils involved will be informed at the earliest opportunity.

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Pre-Exclusion warning letter

If a child's behaviour is deemed to be highly unacceptable, the school can issue a Pre-Exclusion warning letter. This will be given to parents at a meeting with one of the learning mentors and/or a member of SLT.

or a member of the SLT in which support will be put into place to help children from showing further poor behaviour and/or possible exclusion.

8.5 Exclusion

If a child is deemed to be vulnerable of exclusion, advice should be sought from the Inclusion Manager, Learning Mentor, or a member of the SLT immediately. The parent/carer may then be sent a pre-exclusion warning letter.

A decision to exclude a pupil for a lunchtime, fixed period or permanently should be taken in response to a serious breach of the school disciplinary policy and once a range of alternative strategies have been tried. In exceptional cases a breach of the school discipline policy may leave the Headteacher little alternative but to permanently exclude for a one-off incident. In addition, it may be necessary to exclude a pupil who demonstrates unacceptable behaviour over a sustained period of time. The school always takes advice from the Social Inclusion department and informs the Chair of Governors, before issuing any fixed term or permanent exclusions.

8.6 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 co-ordinator 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.

9. 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.

10. 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.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and the governing body every year, however, in the first year, it will be reviewed on a six weekly basis. At each review, the policy will be approved by the headteacher.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy (see Liverpool City Council Exclusion Policy and latest government guidance on exclusions)
- Child protection policy
- Anti Bullying Policy.

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- Pupils and parents / carers should be aware that bullying or harassment of any description is unacceptable even if it occurs outside normal school hours.
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents and foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the headteacher and the governing body every year, however, in the first year, it will be reviewed on a six weekly basis.

Appendix 2: School Code of Conduct

Gwladys Street Code of Conduct

At Gwladys Street we are a

TEAM



★ Trust, listen and respect ★

★ Enjoy everyday ★

★ Achieve and believe in ourselves ★

★ Make everyone feel safe and welcome ★



With good behaviour, comes great rewards!



Stickers

Class dojo points

Certificates

Star of the day prize

Prizes from the Head teacher and Deputy Headteacher

Star of the week

Attendance and punctuality awards

Additional playtimes

Golden Table for positive lunchtime behaviour

Class rewards e.g. trips, parties and visits / visitors



Gwladys Street Code of Conduct

At Gwladys Street we follow these rules:

- We take responsibility for our own learning and help each other to learn
- We show respect to other people, their belongings, the classroom and the school environment
- We do what we are asked by members of staff and volunteers
- We are kind in our words and our actions
- We move quietly around the school in a sensible and safe manner
- We wear the correct uniform at all times
- We are good role models for our school inside and out of school

Our sanctions:

Non verbal warning 



Verbal warning



-1 Dojo point



-2 Dojo points (**amber letter** sent to parents from the class teacher)



-3 Dojo points (visit to the Learning Mentor – parent, teacher & LM meeting)



-5 Dojo points (Visit a member of SLT – **red letter** and LM / SLT meeting with parent)



Clause – Where there is a continuation of persistent low level disruptive behaviour, and the loss of dojo points is having no impact, the class teacher should seek advice /support from the Learning Mentor.

Appendix 3: Visual system to support positive and negative behaviour

Foundation Stage 1 and 2

- Rainbow** When children achieve something wonderful, they are placed here and their efforts are celebrated.
- Sunshine** Everyone begins here at the start of every day, no matter what happened the day before.
- Rain Cloud** When a child behaves poorly they will receive a warning. If they persist they will be given time-out for 3 minutes and they will be moved into the rain cloud. They will return to the sunshine if they make extra effort for the rest of the session.
- Thunder** If your child continues to behave poorly and receives more than two time out periods they will be placed in the Thunder cloud. They will be taken to the learning mentor (Mrs Baker) for behaviour support and this will be discussed when you collect them. If the poor behaviour act is serious then they will be taken to the head teacher and a letter will be sent home.

Key Stage 1 and Key Stage 2 – ‘Class Dojo’

The rest of the school monitor behaviour using an interactive reward system, known as “**Class Dojo**,” (see www.classdojo.com/). An interactive visual display is located on the class whiteboard and is regularly referred to, updated and shared with the children throughout the day.

Pupils can gain points each lesson to contribute to their overall total. Their total points can be exchanged for a special prize.

Every child’s parent / carer will be able to access their child’s points if they download the class dojo app on a handheld device. This will alert them every time their child is rewarded during the day to keep them informed on their child’s behaviour. Dojo points are rewards for:

- Helping others
- Being on task
- Participation
- Persistence
- Positive behaviour
- Teamwork
- Working hard

Negative and positive dojo points will be recorded on Class Dojo with points being taken away from their total. This information may be used to support parent / career meetings.

To promote positive behaviour, wall signs are displayed in every classroom, highlighting rewards and sanctions. Consequences for pupils in years 1 to 6 are listed in the school code of conduct,

Appendix 4: Letter to parent / carer about their child's behaviour

Amber behaviour Letter

Gwladys Street Community Primary & Nursery School

Walton Lane

Liverpool

L4 5RW

Headteacher: Miss N Booth B.A. Hons, PGCE, NPOH

Tel: 0151 525 0843

Fax: 0151 530 1453

www.gwladysstreet.org

date: _____

Dear Parent / Carer,

Recently, your child, _____ on (date) _____ did not meet the following highlighted 'TEAM' principle:

- T**rust, listen and respect
- E**njoy everyday
- A**chieve and believe in ourselves
- M**ake everyone feel safe and welcome

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, you will be asked to attend a meeting with the Learning Mentor and myself. If this meeting does not lead to improvements in your child's behaviour, you may be contacted by a member of the Senior Leadership Team. However, at this stage, I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

✂.....

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____



Red Behaviour Letter

Gwladys Street Community Primary & Nursery School

Walton Lane

Liverpool

L4 5RW

Headteacher: Miss N Booth B.A. Hons, PGCE, NPOH

Tel: 0151 525 0843

Fax: 0151 530 1453

www.gwladysstreet.org

Date _____

Dear Parent/Carer,

We are writing to inform you that your child _____ met with a Member of the Senior Leadership team today because their behaviour did not comply with our behaviour policy (Team principles).

The reason for this meeting was that your child _____

A meeting has been arranged for _____ to discuss this further. Please contact the school office to confirm your attendance.

Thank you.

Yours sincerely,

Miss N Booth
Headteacher



Appendix 5: Gwladys Street’s 16 chosen strategies to diffuse and de-escalate



"Thanks"	Describe Reality	One Calm Voice	Modelling
The Help Script and Help Protocol	Lead into Learning	Change of Environment	Partially Agree
Change of Face	Choice Drivers	Proximity Support (Personal Space)	Visual Clues
Time Out	Tactically Ignore (aware)	Reflect, Repair Rebuild	Relaxed Vigilance (Getting the big picture).