



Gusford Primary School

The *Active Learning Trust*

“Promoting Achievement and Success”

Positive Behaviour Policy

Person Responsible: C Tapscott - Headteacher

Policy Review: July 2016

Next Review: July 2017

This policy document has been adopted by the whole Local Governing Body and is signed by the chair of governors on its behalf.

CHAIR OF GOVERNORS

HEADTEACHER

DATE POLICY WAS ADOPTED BY THE LOCAL GOVERNING BODY: 4th July 2016

The policy once consulted on at local level needs to be subject to ratification by the Board of the Active Learning Trust or a committee acting for that Board.

DATE POLICY WAS RATIFIED BY THE ACTIVE LEARNING TRUST: XXXXXX

Our Mission

It is our aim to create a positive environment to enable all of our children to learn effectively. We strive to work **collaboratively** with all of our community and stakeholders to ensure we work together to achieve success and that the children feel safe, happy and **inspired**. We value a consistent approach to behaviour to ensure that all members of the school are treated fairly and feel valued. We have a high **expectation** of all of our children, staff and parents and support strong links to ensure that learning is seamless. We encourage independence and self drive to create a strong academic foundation, which provides our children with **aspirations** for the future. We endeavour for our children to have strong values and a sense of moral purpose, therefore we support this with strong pastoral support within the school.

Our Rights

We believe, that when all pupils, staff & visitors are at school, they have the right to

- Feel safe and comfortable
- Communicate and to be listened to
- Learn and teach without interruption
- Be treated with respect
- Use, share and care for school facilities
- Be valued for their achievement

School Rules

- Be polite and speak respectfully to everybody
- Try your best
- Walk safely around the school
- Keep yourself and those around you safe
- Follow instructions

The school does not tolerate:

- Physical and verbal aggression towards staff or pupils,
- Racism, prejudice, or discriminatory language
- Persistent and deliberate disruption to others learning.
- Bullying of any kind

Order

Gusford uses a range of consistent approaches to ensure order and discipline:

- To gain silence and attention - 321 and hand up (KS2); 321 and 3 claps (KS1); 321 and chime bar (KSF)
- To move children around the room orderly - 1(stand); 2(move to new area); 3(sit down)
- Walking on the left around the school

Rewards

In order to support these aims and rules we operate some rewards and sanctions. Within class we have a traffic light behaviour system and there are a series of rewards to help children focus on positive behaviours.

Rewards for work			
Year	Children	Measuring success	Reward
Year R	Each child is given stickers and certificates during the week	They are given these rewards for success in their learning and for good behaviour.	All rewards are shared with Parents and another class in the school. Children are put on the 'Gold' wall for their success.
Year 1	Every child has a sticker chart	They receive stickers for effort and academic achievements	Once sticker charts are full they get a celebration in assembly
Year 2	Children are put into colour teams, which will follow into KS2.	Team points are awarded to children for effort and academic achievement	<ul style="list-style-type: none"> The team who have achieved the most points each week is the winner. A termly team winner, who all get a prize
Year 3 to 6 Knights of Gusford	Children are divided up in to 4 colour/knights groups; Lancelot, Bedivere, Galahad, Gawain	Children are given merit points for their academic achievement. They can be given up to 3 for any piece of work.	<ul style="list-style-type: none"> 100 merits = bronze certificate; 200 merits = silver certificate; 300 merits = gold certificate 400 = bronze 2 certificate; 500 silver 2 certificate 600 they become a Knight of Gusford. They receive a Knight badge and get tea with the Headteacher

Rewards for courtesy behaviour			
Year	Children	Measuring success	Reward
Year 1 & 2 Courtesy Points	Children receive courtesy points for effort and good behaviour	<ul style="list-style-type: none"> Children total up courtesy points 	<ul style="list-style-type: none"> There is a weekly winner per class
Year 3 to 6 Lottery Tickets	Lottery tickets are given out for effort and good behaviour Children can receive an unlimited amount of lottery tickets	<ul style="list-style-type: none"> Lottery tickets received go into the class lottery draw and one ticket is drawn out on a Friday. The whole of KS2 put their lottery tickets together and one ticket is drawn out. 	<ul style="list-style-type: none"> That winner receives free time and choice of activities. That class receive a prize.

Gusford Traffic Light System

We have a simple Traffic Light System for sanctions and rewards that is followed consistently throughout Gusford.

Gold	<ul style="list-style-type: none"> Children can be placed onto gold if they are exhibiting outstanding learning behaviours throughout a lesson. Classes will aim for whole class 'Golden Time' for children who reach gold and for those that consistently stay on Green; 20 minutes per week but will lose 1 minute of Golden Time for each time that they move onto yellow and 2 minutes for each time they are moved onto orange. Once a child reaches gold 25 times they will receive a certificate in assembly.
Green	<ul style="list-style-type: none"> All children start on green at the beginning of the day All children start on green at the beginning of every lesson They stay on green if they if they make good choices and choose good learning behaviours Most children should stay on green <p>Children may need a rule reminder before they are moved to yellow and this sometimes maybe enough to change the behaviours</p>
Yellow	<ul style="list-style-type: none"> If a child makes a poor choice then they will be moved to yellow. It will be explained to them why

	<p>they have been moved and what they need to do to return back to green. At the first sign of rectifying their behaviour move the child back to green. Use positive language, such as: I know you can make the right choice.</p> <ul style="list-style-type: none"> • Once they move back to green they would move to yellow again next time they made a poor choice. • If they continue to make poor behaviour choices then they move to orange <p>If they get on to orange more than two times in a lesson they will be put onto red</p>
Orange	<ul style="list-style-type: none"> • If a child goes onto Orange then they will have a time out in another member of staff's classroom for 10 minutes, a discussion with the child then needs to happen about the specific behaviour that is expected, and a 15 minute detention for KS2 or 10 minutes for KS1. <ul style="list-style-type: none"> • If a child consistently moves on to orange then they will go onto report
Red	<ul style="list-style-type: none"> • If a child is put onto red they will: <ul style="list-style-type: none"> - Time out in another class/isolation/call behaviour support, a 30 min detention, a phone call home to parents <ul style="list-style-type: none"> • The child will not receive golden time that week if they get moved onto Red. <p><u>Instant RED behaviours</u></p> <ul style="list-style-type: none"> • Physical aggression towards adult of child • Constant defiance, swearing and threatening behaviours, intimidation • Severe destruction of school property <p>An instant RED would mean isolation for a day</p>

Sanctions

If a pupil is regularly having a negative impact on their and/or others' ability to learn, then further steps will be taken to help that pupil modify their behaviour. Sanctions will also increase in severity and parents will be asked to meet with a member of staff to discuss the issues and decide what steps can be taken to help the pupil improve their behaviour.

These sanctions can include

- Being on report to a senior member of staff or a member of the headship team
- Being placed on a behaviour contract
- Isolation within school (Isolation room, library, another classroom or other suitable room)
- Fixed term exclusion or isolation at another school

On Report

This is where a child's behaviour is monitored for a two week period. A report card is completed and the child reports to the allocated Senior Staff member each day to discuss their report. This is normally for a 2 week period and the parents are informed and met with at the end of the 2 week period. The first report that they are on will be a green report but if they have to be put on report again this will be a Red report to a senior member of staff.

Behaviour Contract

If behaviour in school continues to be poor, despite other strategies then a senior member of staff will ask to meet with the parents and the child and the child could be placed on a behaviour contract. This is an outline of expected behaviour and set immediate consequences if behaviours are not met. An example can be seen in the appendices. The child, parent and senior staff member sign these.

The child's behaviour is then monitored and review meetings at 4 and 8 week points.

Isolation within school

As explained in the traffic light behaviour system, children can be removed to another class or room within school to complete their work away from their peers. This may also include a member of staff reviewing with them the behaviours that caused the isolation in order to improve the child's self management.

Exclusions

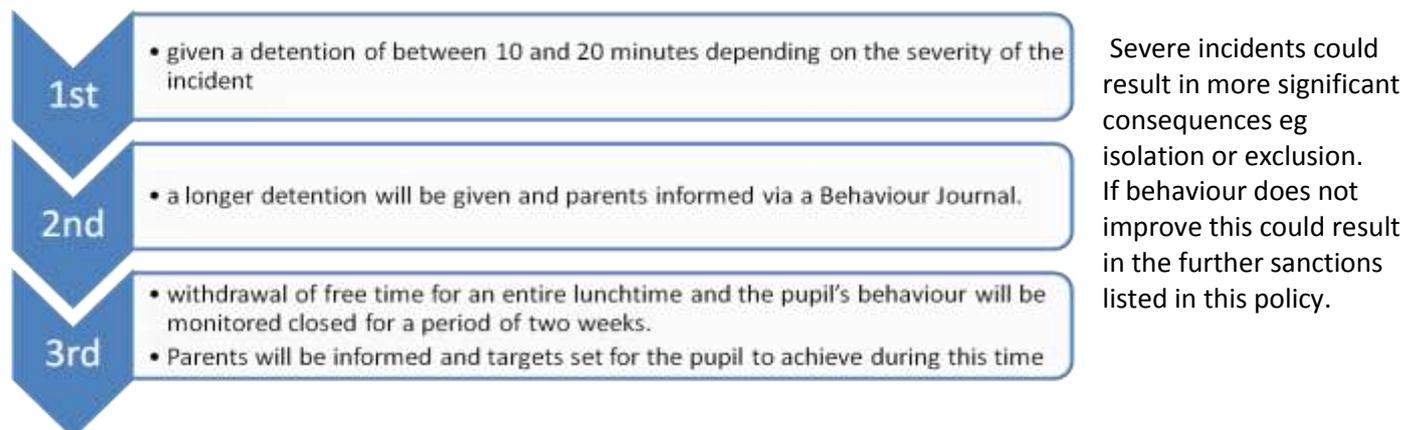
Excluding a pupil is always a last resort. A pupil may be given a fixed-term excluded for serious acts of behaviour or repetition of serious behaviour. It is for the Headteacher to decide whether to exclude a pupil, for a fixed term or permanently, in line with the legal requirements on the use of exclusion. This includes physical Assault; verbal abuse, damage to property, persistent disruptive behaviour, theft, bullying, racism abuse, sexual misconduct and drug & alcohol related issues.

Restraint – letter home- phone call

Key members of staff have been 'School Safe' trained on restraint. This is used on pupils as a very last resort, when children are endangering themselves or others around them, extreme property damage or where general order is threatened. If this has been an action of a member of staff the parents will be phoned and sent a letter to explain the reasons. The parents will then be asked to sign the letter.

Lunchtime & break time physical aggression

We expect children to play kindly with each other. Any form of physical aggression towards others is unacceptable and incidents of this nature are dealt with swiftly. In some cases, acts of aggression occur as a result of a pupil reacting to someone being unkind to them. In situations such as these, pupils are taught that reacting with violence is not appropriate. If a pupil is physically aggressive towards others:



Some children find lunchtimes hard. The school has some structured lunchtime provision for those who struggle with behaviour or the social/emotional side. This involves breaking the lunch break down to manageable chunks of time and activities, often with adult supervision. This is part of the schools risk reduction to lower poor behaviour.

Behaviour outside the school gates:

If a member of staff witnesses or receives reports about pupils behaving inappropriately or dangerously outside of the school gates, the deputy or headteacher will be informed and a decision taken whether the incident requires immediate action or whether it needs to be investigated the following day. If a pupil is putting themselves or others at risk of harm, then a member of staff will intervene.

Support mechanisms

For some children, where poor behaviour continues, behaviour support or senior staff will meet with the parents and discuss alternative arrangements

- Behaviour risk assessments and Behaviour support plans
- A specific behaviour support traffic light system
- Suffolk Pupil Support Framework (SPSF)
- Part time timetable
- Behaviour support Service (BSS) support
- Pupil Referral Unit (PRU) placement

Roles of adults

Involved in school to support behaviour (School adults, role of parents)

- It is the responsibility of the class teacher to ensure that the school rules are enforced in their class and that the class behaves in a responsible manner during lesson time.
- Other adults in school should support the teaching staff in this role and when working with small groups, ensure that school rules are adhered to at all times.

- All adults in our school must have high expectations of children in terms of behaviour around the school; in corridors, on the playground and in every area of our school grounds.
- The Behaviour Support Team are available 'On Call' to support high level behaviour and this will be dealt with calmly to re-engage the children with learning, where possible.
- The Family Engagement Team work alongside Teachers and Support Staff to support vulnerable children and their families engage in school and to get them the support that they need for behaviours, such as anxiety and high level needs.
- The Parents' responsibility is to work alongside the school and support provisions that are put in place to assist the child with behaviour. Support and communication between staff and parents, inside and outside of school, is key to ensure consistency for the child.

Roles of Governors

The Governors of the school support the Headteacher and staff by:

- Monitoring that there is a caring, safe and nurturing environment where pupils can flourish
- Asking strategic questions about how behaviour is managed positively
- Ensuring that the school community is safeguarded

Confiscation:

The aim of confiscation is to maintain an atmosphere that is conducive to learning and one which safeguards the rights of other pupils in the class. School staff can confiscate any prohibited or banned item which they consider harmful or detrimental to school discipline.

Prohibited items include the following:

- weapons, alcohol, drugs, stolen items, tobacco or cigarettes, fireworks, matches or lighter

Banned items:

- Mobile phones (these should be taken to the school office if brought to school)
- Toys and hand held computer games
- MP3 players or any other portable music playing device
- Money (other than dinner money or money for charity events or trips)

or any other item that may cause disruption to learning.

If a member of staff suspects a pupil has a banned item in his/her possession, they will instruct the pupil to turn out their pockets or empty their bag. If the pupil refuses then an appropriate sanction will be applied and parents informed. Confiscated items will be retained in a safe place and returned to either the pupil or the pupil's parents at the end of the school day.

If staff have reasonable grounds for suspecting a pupil has a prohibited item in their possession or an item that may cause injury to others or damage to property, the deputy or headteacher will be informed and pupil can be searched without consent and the item confiscated and parents informed.

Allegations against staff

All allegations will be investigated thoroughly in line with the Suffolk Safeguarding procedure. In the event of the allegation having substance an appropriate step will be taken with the staff member in line with the recommendations of the Local Authority Designated Officer and HR advice. In the event of the allegation being malicious then headteacher will decide on an appropriate sanction based on the behaviour policy. A record of malicious allegation will be placed on the child's file.

Paperwork

There is a range of paperwork and forms that the school uses such as behaviour journals to help a child reflect on any poor behaviour, report cards and conflict resolution forms which are used to support improving behaviour. (see Appendices)

Other relevant policies

This policy should be read alongside the Lunchtime Policy, SEN Policy; Safeguarding Policy; anti bullying policy.

SEN

The behaviour policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).