



Behaviour Policy

Written by:

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Aims

At Galley Hill Primary School, we aim to:

- Create a calm, purposeful, safe and happy learning environment;
- Create a consistent approach to behaviour management, celebrating and praising positive behaviour and providing clear boundaries for unacceptable behaviour;
- Foster positive, respectful and caring attitudes towards everyone, where achievements at all levels are acknowledged and valued;
- Encourage each child to take responsibility for their own behaviour, leading to increased independence and self-discipline; and
- Work in partnership with parents and carers when dealing with any behavioural issues.

This policy sets out the school's systems for developing positive behaviour and ensuring our aims are met.

Role and Responsibilities

Headteacher

The Headteacher is responsible for reviewing this Behaviour Policy and supporting all adults in its consistent and fair implementation. The Headteacher ensures that the ethos of the school is one that encourages positive behaviour as far as is possible, but also that poor behaviour is not tolerated. The Headteacher reports to governors, when requested, on the effectiveness of this policy and makes amendments as needed.

In addition to the above, it is also the responsibility of the Headteacher to:

- Promote good behaviour, self-discipline and respect;
- Promote an environment where everyone feels happy, safe and secure;
- Prevent bullying;
- Ensure the health, safety and welfare of all children in the school;
- Maintain records of all reported serious incidents;
- Issue fixed-term or permanent exclusions to individual children in line with the Trust's Exclusions Policy.

Employees of the School

All adults in school have high expectations of children regarding their behaviour. They are responsible for implementing the behaviour policy consistently and modelling positive behaviour at all times. Adults are proactive in looking for children displaying good behaviour and never walk past behaviour that is unacceptable and contravenes the school rules. Adults comply with their duty to make reasonable adjustments for children with disabilities or special educational needs as appropriate.

Pupils

It is the responsibility of pupils to follow the school rules and accept support from adults in school to help them do this.

Parents

At Galley Hill, we seek to work collaboratively with parents and carers to build strong relationships so all children receive consistent messages about how to behave at home and school. We expect



parents and carers to support their child's learning, and to co-operate with the school. We strive to build a supportive dialogue between home and school, and we inform parents immediately if we have any concerns regarding their child's welfare or behaviour. Parents are expected to inform the school of any changes in circumstances that may affect their child's behaviour and discuss any behavioural concerns with the class teacher promptly.

School Rules

As a school, we believe that the number of rules should be kept to a minimum, be enforceable and be expressed in positive terms. We have formulated them below in order to ensure consistency of approach and collective responsibility. The rules are designed to create a calm, purposeful, happy and safe atmosphere and are visible to children around all areas of the school.

1. We will keep our hands and feet to ourselves.
2. We will show respect to all adults and children.
3. We will be kind and caring to everyone.
4. We will respect the school and its contents.
5. We will always be ready to learn and try our best.
6. We will walk sensibly around school and use a quiet voice.

Rewards and Sanctions

Rewards

At Galley Hill, all adults within school promote good behaviour to encourage kind and caring attitudes among the children. Adults develop strong, positive relationships with the children and support them in developing self-discipline and respect for everyone irrespective of differences.

We praise and reward children for good behaviour in a variety of ways, including:

- Positive verbal praise
- Golden Tickets
- 'Pupil of the Week' certificates
- Rainbow points
- Stickers
- Visiting another adult to share achievements
- Visiting a member of the Senior Leadership Team to share achievements
- Headteacher awards
- Sharing child's achievements with parents or carers
- Other systems personalised to the class such as treasure chests and raffle tickets

Sanctions

We recognise that inappropriate behaviour will sometimes arise. We accept that this is normal when children are learning and testing the boundaries of acceptable behaviour. However, we assert that children have a right to learn and teachers have a right to teach. No-one should be prevented from learning by the poor behaviour of others. Therefore, at times, it does prove necessary to make use of sanctions to ensure the school rules are adhered to and a safe and effective learning environment is created. Sanctions are applied fairly, consistently and calmly at all times by all adults using the system detailed on the following pages.



Sanctions System

The flow chart on the following page details the stages of the sanctions system for the school. The system works primarily on a series of warnings which are given to children if they choose not to follow one of the school rules mentioned previously. Immediately after a consequence is given, there is a conversation between the adult who gave the warning and the child who received it. The conversation will include:

1. The school rule the child has broken;
2. The consequence the child has been given (e.g. first warning, going to the Headteacher);
3. How the child can correct their behaviour;
4. The consequences of continuing to not follow all the school rules; and
5. The consequences of continuing to follow the school rules.

If a warning is given, playtime may be lost. The amount of playtime lost is dependent upon the age of the child and the number of warnings received (see table below). All children are given the opportunity to earn lost playtime back by making right choices and following the school rules.

	1 st Warning	2 nd Warning	3 rd Warning
Foundation Stage & Key Stage 1	1 minute	3 minutes	5 minutes
Key Stage 2	5 minutes	10 minutes	15 minutes

Warnings are not carried over to the next day as each day is deemed a 'fresh start' for all children. However, playtime lost due to not following the school rules may have to be carried forward to the next day if warnings were given following afternoon playtime.

At times, teachers may decide to move children straight to a second or third warning if a child's behaviour is deemed more serious than a first warning. This is at the teacher's discretion but it will be monitored by the Senior Leadership Team to ensure consistency.

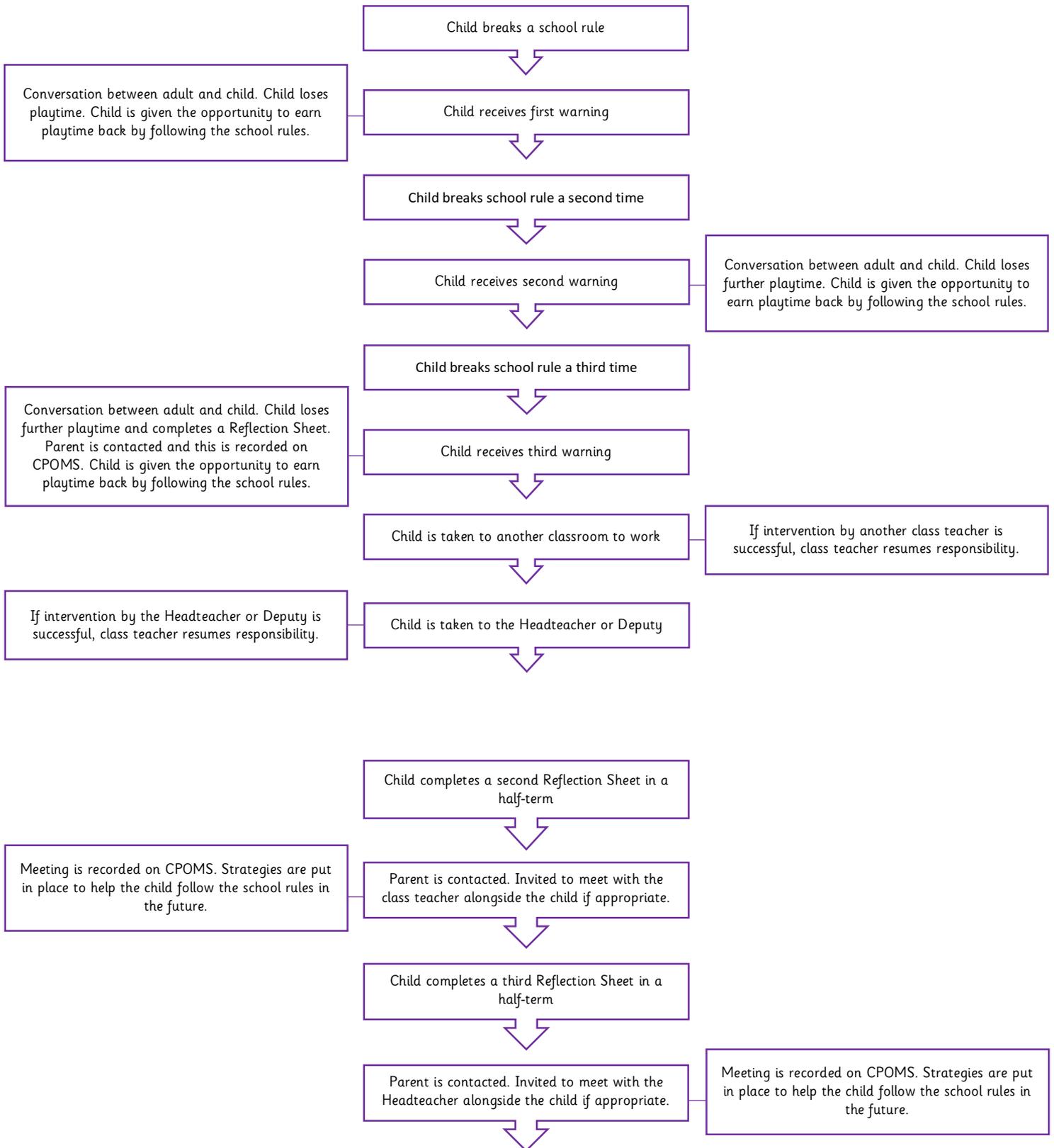
When applying sanctions, adults comply with their duty to make reasonable adjustments for children with disabilities or special educational needs as appropriate.

When a child receives a third warning, they complete a Reflection Sheet (Appendix 1 and Appendix 2). This will be uploaded to CPOMS along with details of the conversation between the teacher and the parent. Any communication with parents about behaviour takes place via a telephone or face to face conversation, not via email, and is recorded on CPOMS.

At times, it may be appropriate for the Headteacher to impose a fixed term exclusion, which may be internal or external depending upon the circumstances. In the most serious case, the Headteacher may impose a permanent exclusion. Exclusions will be conducted in line with the Trust's Exclusions Policy.

See the school's Anti-Bullying Policy for details of the school's approach to addressing bullying.

Galley Hill Primary School Sanctions Code



Off-Site Behaviour

Adults can impose sanctions for pupils in school but also when they are elsewhere and under the charge of a teacher (e.g. educational visits). When a pupil's misbehaviour occurs outside of school, adults may also impose sanctions within certain circumstances if it is reasonable. Such occasions could include when a child is:

- Taking part in any school-organised or related activity;
- Travelling to and from school;
- Wearing school uniform; or
- In some way identifiable to the school.

Equally, sanctions can be imposed for misbehaviour at any time if a child's behaviour:

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

Searching and Confiscation

Searching

School staff can search a pupil for any item with the pupil's consent. Headteachers and staff authorised by them 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. Prohibited items include:

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

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item they consider 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 advice: Searching, screening and confiscation (January 2018).

The Use of Reasonable Force

All staff at Galley Hill have a legal power to use 'reasonable force' according to Section 93 of the Education and Inspections Act 2000. This policy is in keeping with the DfE's advice: Use of Reasonable Force (July 2013). Reasonable force can be used to restrain or control pupils. 'Reasonable' means using no more force than is needed. Force is usually used either to control or restrain.



When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

School 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; and
- restrain a pupil at risk of harming themselves through physical outbursts.

School cannot use force as a punishment – it is always unlawful to use force as a punishment.

Two members of staff within school have attended 'Team Teach' training and are therefore able to use positive handling techniques effectively. In situations where there is no time for a suitably qualified member of staff to be sought, any staff member can use reasonable force under the DfE guidelines.

In all situations where positive handling techniques or reasonable force is used, the members of staff involved complete the school's 'Positive Handling Form' and upload this to CPOMS so they can be monitored by the Safeguarding Team and Senior Leadership Team. Where positive handling or reasonable force has been used, the parents must be informed.

When using reasonable force, adults comply with their duty to make reasonable adjustments for children with disabilities and children with special educational needs (SEN).

Appendix 1 – Key Stage 1 Reflection Sheet



Reflection Sheet

Name:

Year Group:

Date:

Circle the school rule or rules that were broken and discuss them with an adult.



We will keep our hands and feet to ourselves.



We will show respect to all adults and children.



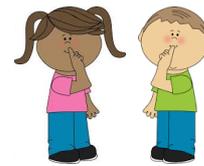
We will be kind and caring to everyone.



We will respect the school and its contents.



We will always be ready to learn and try our very best.



We will walk sensibly around school and use a quiet voice.



2. Explain why this happened.

3. Explain what might have happened if no one intervened.

4. Explain what you will do differently next time.

