



Behaviour Policy

This Policy Applies to Gateway School and Early Years Setting

Created: July 2017

Reviewed: July 2023

Next Review: July 2024

Introduction

This policy is written with due regard to the DfE guidance 'Behaviour and Discipline in Schools' 2016, the National Minimum Standards for boarding and the requirements of the EYFS Framework 2017, as well as Keeping Children Safe in Education 2021, Sexual Violence and Sexual Harassment between Children in Schools and Colleges, Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance July 2020, the OFSTED Review of sexual abuse in schools and colleges (June 2021)

It recognises the duty of proprietors under Section 7 of the Education (Independent School Standards) Regulations to ensure that arrangements are made to Safeguard and promote the welfare of children.

Headteachers and their staff have the authority to discipline pupils for their behaviour in school and, in some circumstances, outside of school. This includes the authority to impose sanctions appropriate to the age and action of the child, including detaining children beyond the school day and confiscation of property, fuller details of sanctions employed by the school and their application are included in this policy.

Teachers may discipline pupils for non-criminal bad behaviour off-site, under the following circumstances (from DfE guidance, January 2016)

- misbehaviour when the pupil is:
 - taking part in any school-organised or school-related activity or
 - travelling to or from school or
 - wearing school uniform or
 - in some other way 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 or
 - poses a threat to another pupil or member of the public or
 - could adversely affect the reputation of the school.

Confiscation

Teachers are authorised to confiscate items which pupils should not have in their possession at school. In such circumstances, staff may follow one of the following options in relation to the confiscated items;

- returning items to pupils or parents after a given period (where possible at the end of the school day)
 - for example, items banned from school, such as money, mobile phones, specific toys
- destroying items
 - for example, pornography, tobacco, alcohol
- handing items to the police
 - for example, banned substances, knives and weapons, stolen items

In this context, the school has regard to the DfE guidance “Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies”.

Consistency

The school is committed to achieving a consistent response in the management of behaviour, this is achieved through

- Staff training, support and development
- The induction of new staff
- Monitoring of consistency in behaviour management by the Head/SLT
- Clear and consistent boundaries for classroom management developed in conjunction with children
- Monitoring of logs of administration of disciplinary sanctions

It is essential that all staff understand the importance of challenging inappropriate behaviours between peers and do not downplay certain behaviours, for example, dismissing sexual harassment as “just banter” or “having a laugh” (KSCIE 2022)

Supporting Appropriate Behaviour; Curriculum and General Approaches

The goal of this policy is to support children in developing the self-awareness and self-discipline that allows them to recognise positive behaviour and moderate misbehaviour independently. This policy, along with the Equal Opportunities Policy recognises the need for a behavioural approach to reinforce a culture where prejudice, harassment and online abuse, including sexual abuse and harassment are not tolerated.

As part of this process schools should ensure that within the curriculum provision appropriate to their setting and age children receive appropriate teaching in order that they develop a clear understanding of:

- healthy and respectful relationships;
- what respectful behaviour looks like;
- self-discipline
- Fundamental British Values
- consent;
- stereotyping, equality;
- body confidence and self-esteem;
- prejudiced behaviour;
- that sexual violence and sexual harassment is always wrong;
- addressing cultures of sexual harassment.
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The school undertakes the following in the context of its policy, acknowledging its legal duties, in respect of the Children Act 1989, Equality Act 2010 and Special Needs requirements, to

- Reject any form of corporal punishment, including the threat of corporal punishment. Furthermore, children should not be subjected to sanction that may adversely affect their well-being.

- Work in partnership with parents to ensure that
 - they are kept informed about disciplinary issues and rewards for good behaviour relating to their child
 - they can work together with the school to achieve improvements in their child's behaviour when expected standards are not met.
- Ensure the safeguarding of and respect for pupils with SEND
- Make reasonable adjustments in behaviour management in respect of the understanding and capabilities of pupils with SEND
- Ensure any sanction does not breach any other legislation and is reasonable in all the circumstances.
- Consider whether the behaviour is related to a potential safeguarding issue, that may result in significant harm to the pupil. In such a situation, the school will make reference to the Safeguarding Policy.
- Consider if behaviour issues are the consequence of an unmet educational or other need; requiring a behaviour review or possible multi-agency or specialist assessment, with reference to the SEN policy

Malicious accusations

On the rare occasions where it can be proved that the allegation has deliberately been invented or is malicious the Headteacher will consider whether to take disciplinary action in accordance with the school's Behaviour Policy, this includes the possibility of temporary or permanent exclusion. Further actions in relation to malicious allegations can be found in the Safeguarding Policy (p9).

Our 5 Golden Rules - linked to the school's ASPIRE values

We will use these golden rules to help us make the right choices

- 1. We show good manners and are respectful**
- 2. We are kind and care for everyone and everything**
- 3. We include everyone**
- 4. We move around school quietly and calmly**
- 5. We listen and respond appropriately**

Rewards and Sanctions

The principles on which the school has developed its rewards and sanctions strategy are as follows

- Expectations are reasonable for pupils of all ages and needs
- The priority is the promotion of positive behaviour
- Support the teaching of good behaviour, self-discipline and respect
- Designed through pupil discussion
- Enable independent pupil action and reflection
- Support positive relationships in school
- Reinforce and reward appropriate behaviour
- Enable staff to develop classroom management strategies, including the organisation of facilities and resources

School strategies for celebrating achievements

The school does not overly quantify positive behaviour – courtesy and progress are their own reward. However, we do celebrate achievements, both in work and behaviour. This is done through a number of avenues:

- Weekly celebration assemblies are held when selected children receive ‘My Best’ certificates for good work or showing a good attitude to their learning based on the ASPIRE values
- All the children will be grouped into four houses; Jenner, Seacole, Barnardo, Brunel
- Year Rec-Year 4 will use a tally chart in class to record the house merits
- Year 5 and 6 will use an internal recording system to collect house merits and pupils will also record their merits in their personal planners
- Year 6 pupils will collect number of house merits and announce the winners during Friday’s assembly
- Celebration assembly is a time to celebrate other achievements and to foster positive relationships and attitudes
- Children can be awarded house merits by any adult working at the school as a reward for good behaviour or good work
- A ‘My Best’ certificate is worth three merits
- Informal notes to parents in the school planners

Merits in Year 5 and 6 receive house merit for displaying positive behaviour and work ethic. When a pupil reaches a milestone they receive recognition via coloured badges (30), silver stars (80) and merit ribbon strips (150).

What happens if a child’s behaviour is inappropriate or unacceptable?

If, at times, a child’s behaviour is inappropriate or unacceptable (i.e. he or she breaks one of our 5 Golden Rules) we will then use a “Steps” system.

The aims are:

- To provide a clearly defined disciplinary procedure with progressively severe sanctions for children whose behaviour does not reflect our 5 Golden Rules
- To provide clear procedures which are clearly understood by all members of the school community
- To ensure that all pupils will be dealt with fairly and consistently by any member of staff
- To establish a channel of communication through which teachers inform parents of undesirable behaviour on the part of their child
- To enable the school to monitor long-term patterns of behaviour in individuals and the school as a whole
- To ensure that the child understands that they have a choice in the way that they behave and to guide them to make the right choices.

The “Steps” system is used to deal with low level but potentially disruptive behaviour (*see Appendix 1 for examples of low level behaviour in class and in the playground*). There are

three steps or warnings given before a child is required to take some time out in another classroom. Children begin each day with a fresh start.

Children at Gateway School are taught that they make choices in their behaviour. They know the standard of expected behaviour and understand the sanctions. They are then encouraged to understand that they have a choice in which way to behave. At all times the behaviour is criticised and not the child.

The system builds in time for the child to re-evaluate their choice of behaviour and to refocus. The child should be praised for making the right choices.

Using “Steps” to manage low level disruptive behaviour

If a child chooses inappropriate behaviour (e.g. shouting out, disturbing others) that does not meet our expectations as set out in our 5 Golden Rules, then the teacher will apply the “Steps” system:

Step 1. The teacher reminds the child how to behave (name is placed on the step 1 board Rec-Year 4)

If the child persists with the behaviour.

Step 2. The teacher has a discussion with the child of the rule he/she is breaking and explains what the correct choice of behaviour would be. The child may have some thinking time within the classroom in an appropriate space (name is moved to step 2 Rec-Year 4)

If the child persists with the behaviour.

Step 3.

EYFS - Year4: The child is sent to the “step partner” classroom until the end of the session. Child to take work with them to complete. This step is then recorded by the class teacher on the school CPOMs electronic system and parents are informed.

Year 5 and 6: After two verbal warnings are given, step 3 is the last verbal warning, communicating that the next step will be a detention.

Step 4. Year 5 and 6: If a child persists with this behaviour after a third verbal warning, a period of time out detention will be issued. The detention will be a time for self reflection, both written and verbal.

Behaviour Card: Some children may need support with implementing the school rules. They may find it hard to understand the consequences of their actions, and struggle to control their behaviour. The child will be set specific weekly targets and the class teacher will sign the Behaviour Card. It acts as a regular reminder of school expectations.

All pupils: If a child persists with this behaviour within the same session, then they are sent to a member of the SLT. The Senior Leader will speak to parents along with the class teacher at the end of the school day. The incident and record of the meeting with the parent is recorded on CPOMs.

Positive Steps

All children start the day on the 'Ready to Learn' step (visual image may be used in class Rec-Year 4). For those children who are choosing to make good choices and follow the rules, class teachers have positive steps that the children can move up.

- Good choices
- Excellent Effort (1 merit)
- Outstanding (parents notified - postcard home/phone call)

"Fast Track" for Serious Incidents

There may be incidents when a child is 'Fast Tracked'. This is when their behaviour is deemed to be very serious and may include incidents such as:

- Deliberately and/or unprovoked aggressive behaviour towards another child (e.g. hitting, kicking, slapping, biting)
- Abusive name-calling or use of inappropriate language
- Stealing
- Racism
- Deliberate damage to property or equipment
- Bullying
- Evidence that prohibited items have been bought into school (see appendix for a list of prohibited items).

A 'Step 4' incident is for persistent poor behaviour (e.g. where a step 3 has been imposed and the behaviour has continued or worsened.)

Recording Fast Track and Step 4 Incidents

It is essential that clear and accurate records are kept recording behaviour incidents. This is to ensure that they are dealt with appropriately and that the school is able to spot patterns of poor behaviour and implement strategies to deal with this effectively.

- In Year 5 and 6 step 4 incidents will lead to a detention
- The member of staff who has witnessed this incident must investigate the situation thoroughly by speaking to *all* the children and adults involved and record all of the evidence prior to referring it up to a member of the SLT or child's Phase Leader.
- It is essential that all children involved are given an opportunity to explain what they saw or did.
- All incidents should be recorded on CPOMs under the appropriate category by the members of staff involved and the appropriate SLT member should be notified.
- If for any reason, it cannot be recorded on CPOMs then a written record should be made and added to CPOMS at a later time.
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Referring "Fast Track" or "Step 4" incidents to a member of the senior leadership team

- Fast track or Step 4 incidents should always be referred on the same day to enable the incident to be resolved as soon as possible
- Refer directly to the staff member indicated below.

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|--------------|------------|
| ● EYFS | Mrs Woods |
| ● Lower Prep | Mr Miles |
| ● Upper Prep | Mrs Sahota |

- In the absence of all staff above, alert the Deputy Headteacher (Mrs Woods) head teacher (Mrs Bufton-Green).

Imposing appropriate sanctions/consequences for “Fast-Track” or “Step 4” Incidents

- It is important that children are taught to understand that inappropriate behaviours will have consequences as this will help them manage their behaviour and make “good choices”.

Sanctions may include

- *Year 5 and 6 detention will be issued*
- *Missing part of a playtime/lunchtime during which they will be required to reflect on the choice they made and the impact of this on their learning and/or other members of our community*
- *Being required to write a letter of apology/complete a self reflection*
- *An internal exclusion – where a pupil is required to work in another class for a period of time (e.g. a morning or afternoon).*
- *For extremely serious incidents, the headteacher also has the authority to exclude a child on a fixed-term or permanent basis*
- The sanction imposed will reflect the age of the child and the seriousness of the incident. These are at the discretion of the headteacher or senior leadership team dealing with the incident.
- On some occasions the child may be required to miss a playtime and complete a ‘reflection’ sheet
- If a child is Fast Tracked by an adult other than the class teacher, that adult is responsible for ensuring the class teacher is aware and logging the incident on CPOMs.

Additional Strategies

The school has processes in place to support pupil’s behaviour where the usual rewards and sanctions strategies are not working.

Report Card: Some pupils may need support with implementing the school rules. They may find it hard to understand the consequences of their actions, and struggle to control their behaviour. The pupil will be set specific weekly targets and the class teacher will sign the Behaviour Card. It acts as a regular reminder of school expectations.

Well Being catch up: Some pupils may need an informal conversation with a trusted member of staff. This allows for the pupils to have time to reflect on their behaviour and discuss how to manage challenging situations.

Managing Pupils’ Transition

The School is aware that points of transition can lead to increased anxiety and stress which, in turn can result in behaviour which does not meet expected levels. The school has a number of strategies and approaches in place to manage transition into, through and from the school and thus reduce the likelihood of transition leading to behavioural issues. These include:

- Transition/ induction and visit days for new pupils
- 'Moving up' days for current pupils
- Handover meetings attended by all members of staff
- 'Meet the teacher' evenings
- New parents and pupils' buddy system
- Year ahead meetings for all year groups and a separate event for new parents
- Liaison with secondary schools
- PSHCEE lessons aimed at talking about transition concerns
- Visiting Year 7 teachers
- Assemblies
- Pastoral meetings to raise and address concerns
- Transition Evening for Year 6 pupils and parents with staff, past pupils and their parents

Cross-references

This policy takes account of the guidance offered to staff in the following policies

- the section regarding the use of reasonable force and other physical contact in the safeguarding policy
- consistency of sanctions between this policy and those outlined in the anti-bullying, supervision and exclusion policies
- dealing with malicious allegations against staff in the safeguarding policy
- dealing with incidents of stereotyping and prejudice in the Equal Opportunities Policy

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