



# Behaviour Policy (Children)

Review Body:	Governing Body
Author:	Amelie Thompson Head of Inclusion
Type of Policy:	Statutory
Review Period:	2 years
Reviewed:	September 2018
Approved by:	Full Governing Body
Next Review:	September 2020

CHASING HORIZONS

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## Core Purpose Statement

The Gipsy Hill Federation and Governing Body assert that good behaviour is a necessary condition for effective teaching and learning to take place. Good behaviour is encouraged through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils. The Gipsy Hill Federation instils the importance of societal values and expectations and recognises that schools have a central role in children's social and moral development.

## Aims

- To create an environment which encourages and reinforces good behaviour.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships between peers and adults.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

## Standards of Behaviour

High standards of behaviour are expected of all pupils at all times. Through our core values of being inclusive, visionary and collaborative, children are driven to have high expectations of themselves and each other. Examples of the behaviour we expect from children at Gipsy Hill Federation in and out of the classroom are:

- To be polite and well mannered
- To be respectful towards their peers and adults
- To take responsibility for their own actions
- To be honest
- To respect the feelings of others and treat others as you would wish to be treated
- To respect other children's and the school's property
- To work hard and aspire to be the best they can be
- To showcase positive behaviour outside the school.

Adults in school proactively model the attitudes, values and behaviours they expect to see in pupils. They inspire and motivate children to take responsibility for their actions; leading as role models and facilitators for reflection. Adults recognise the importance of building outstanding relationships with pupils as a key determinant of behaviour in school.

Reward and positive praise underpin the daily behaviour management of our schools. Children are actively and positively encouraged to cooperate, to behave well, work hard and make positive contributions to our schools. We foster the principle of making 'good choices' and acknowledge and praise children when they do. Through the positive culture that we model, children are empowered, encouraged to be more confident and are increasingly resilient.

## Curriculum and Learning

A rich, engaging and appropriately differentiated curriculum supports good behaviour and a positive attitude towards learning. Positive learning behaviours are promoted through an effective pupil voice; children have ownership of their learning and collectively develop a spirit of enquiry.

The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Classroom management and organisation promotes independence and personal initiative. Learning environments are colourful and stimulating and showcase children's learning. Children take pride in their learning environment and respect the efforts of others.

## Pupil Empowerment

Children are actively encouraged to take ownership of their behaviour. Positive role models within schools such as Peer mediators and School Councillors play a fundamental role in setting high behaviour expectations. Children are coached in restorative approaches and take an active role in creating a positive learning environment whereby children are driven to make ‘good choices.’

## Restorative Approaches

All staff receive training in using restorative approaches to support children to resolve conflict between individuals or groups and to repair harm. The restorative approach encourages those who have caused harm to acknowledge the impact of what they have done and gives them an opportunity to make reparation. It offers those who have suffered harm the opportunity to have their harm or loss acknowledged and a resolution sought. It supports the children who have made ‘poor choices’ to repair the harm and learn from their mistakes, further promoting positive behaviour around the school.

## Communication and Partnership

Clear communication and a positive partnership with parents/carers are fundamental in promoting and maintaining high standards of behaviour. We value parental involvement in all of aspects of school life and recognise the importance of a common approach to behaviour expectations. We believe that an effective partnership involves ‘good choices’ being celebrated both at home and school.

In the instance that a child displays Stage 3 behaviour (*see below table for reference*), parents/carers will be informed by the class teacher on the day. If a child hits the trigger of three incidents of Stage 3 behaviour, the parent/carer will be invited into school for a meeting with the class teacher and a member of the Senior Leadership Team to discuss strategies to move forwards. Provision may include personalised behaviour plans, individual targets and rewards.

Where there are concerns regarding a child’s behaviour, the school team (class teacher, class support staff, Senior Leadership Team, SENCO, Family Services Officer) will work in partnership to ensure a consistent approach is in place to support the child to make positive choices. Through this internal professional dialogue, school staff will support and challenge each other to ensure appropriate and reasonable provision is in place for the child. Where appropriate, school staff will also work alongside other external agencies, such as the Educational Psychology service or Speech and Language Therapists.

## Rewards, Sanctions and Consequences

Our behaviour approach is to always highlight positive choices and to celebrate all children’s achievements and strengths. Rewards might include winning points or raffle tickets; stickers; being able to share an achievement with a partner class or a member of the Senior Leadership Team; a copy of a piece of work or a postcard being sent home to parents/carers; whole-class reward time; etc.

On the occasions when poor behaviour is identified, sanctions are implemented consistently and fairly. Measures are clearly communicated to school staff, pupils and parents/carers.

The table below outlines the stages of behaviour and corresponding sanctions. The table below is not an exhaustive list but is an indicative list to exemplify the approach that we would take in a range of scenarios and is a guide to support decision-making.



	<b>Behaviour</b>	<b>Appropriate Sanctions</b>	<b>Comments</b>
<b>Stage 1</b>	<p>Aggravations</p> <ul style="list-style-type: none"> <li>• Calling out</li> <li>• Wandering about classroom</li> <li>• Running in the school building</li> <li>• Not putting hand up to talk</li> <li>• Interrupting other pupils</li> <li>• Ignoring minor instructions</li> <li>• Silly noises/Minor Annoyances</li> <li>• Pushing in the line</li> <li>• Talking during silent work</li> <li>• Minor Playground Incidents</li> <li>• Wearing of non-uniform items</li> <li>• Bringing in toys, trading cards etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Eye contact</li> <li>• Reminders</li> <li>• Verbal telling off</li> <li>• Statement of inappropriate behaviour and consequences for repeating it</li> <li>• Change of seating</li> <li>• 5 minute playground cool down period</li> <li>• Tactically ignore</li> <li>• Jewellery, toys, cards etc. will be confiscated and returned to pupil in an envelope at the end of the day. Parents/Carers will be spoken to.</li> </ul>	<ul style="list-style-type: none"> <li>• Not recorded</li> <li>• No other staff members involved</li> <li>• Peer Mediators to support with minor playground incidents where appropriate</li> <li>• TA &amp; Teachers resolve playground incidents</li> <li>• After 3 repetitions within a small time frame, moves on to stage 2</li> </ul>

<b>Stage 2</b>	<p>Less Serious</p> <ul style="list-style-type: none"> <li>• Repeated stage 1 behaviour</li> <li>• Eating sweets in school</li> <li>• Refusal to work/Unacceptable output</li> <li>• Deliberate disruption</li> <li>• Accidental damage through carelessness</li> <li>• Minor challenge to authority</li> <li>• Minor, non-directed swearing</li> <li>• Repeated minor disruptions</li> <li>• Playground skirmish</li> <li>• Being in a building unauthorised</li> <li>• Spitting</li> </ul>	<ul style="list-style-type: none"> <li>• Separation from the rest of the class</li> <li>• Writing a letter of apology during playtime/breaktime</li> <li>• 5 - 20 minute Lunchtime/playtime detentions to complete unfinished work/complete behaviour reflection sheet</li> <li>• Repair/clean up of damage.</li> <li>• Sweets or foodstuffs will be confiscated and disposed of.</li> </ul>	<ul style="list-style-type: none"> <li>• Peer Mediators to support in playground where appropriate</li> <li>• Teaching Assistant/Teacher on duty to report playground incident to class teacher</li> <li>• Repeated incidents within a short time frame, moves on to stage 3 behaviour and to be reported to appropriate senior member of staff on site</li> <li>• Repeated incidences in the playground – consider alternative playtime provision according to the child's needs to prevent further escalation</li> <li>• Repeated incidences in general – discuss with SENCo and Family Services Team</li> <li>• Consider a behaviour/reward chart – according to the child's needs.</li> </ul>
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<b>Stage 3</b>	<p><b>More Serious</b></p> <ul style="list-style-type: none"> <li>• Repeated Stage 2 Behaviour</li> <li>• Deliberately throwing small objects with intention of harming or breaking them.</li> <li>• Harming someone</li> <li>• Damage to school/pupil property</li> <li>• Leaving class without permission</li> <li>• Repeated refusal to do set tasks</li> <li>• Deliberate rudeness to adults</li> <li>• Harmful/offensive name calling/directed swearing at another child</li> <li>• Bullying</li> <li>• Playground fighting</li> <li>• Not handing in mobile phones or other electronic devices</li> </ul>	<ul style="list-style-type: none"> <li>• Informal contact with parents/carers by class teacher</li> <li>• Separation from the rest of the class - external from classroom</li> <li>• Writing a letter of apology during playtime/breaktime</li> <li>• A behaviour chart monitored by appropriate senior member of staff on site, copy sent home at end of week to parent/carer</li> <li>• Internal exclusion/playground exclusion/complete behaviour reflection sheet</li> <li>• Withdrawal from whole school events e.g. trips</li> <li>• Confiscation possibly as a result of a search</li> </ul>	<ul style="list-style-type: none"> <li>• Incidents recorded on tracking system &amp; circulated amongst appropriate school staff, including Senior Leadership Team (SLT) (kept on file)</li> <li>• ABC (Antecedent Behaviour Consequence*) chart will be considered</li> <li>• Parental contact recorded &amp; circulated (kept on file)</li> <li>• Reported to appropriate senior member of staff on site.</li> <li>• Repeated and more serious incidences in the playground – alternative playtime provision will be considered</li> <li>• Item that has been confiscated to be kept locked in the office and returned to the parent/carer only, unless where we have stated it will be disposed of</li> <li>• Repeated incidences refer to SENCo and Family Services Team</li> </ul>
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<b>Stage 4</b>	<p><b>Very Serious</b></p> <ul style="list-style-type: none"> <li>Repeated Stage 3 Behaviour</li> <li>Repeatedly leaving the classroom without permission (absconding)</li> <li>Fighting in the classroom</li> <li>More serious playground incidents/fighting</li> <li>Serious fighting &amp; intentional physical harm to other children</li> <li>Throwing large dangerous objects</li> <li>Serious challenge to authority</li> <li>Verbal abuse/swearing to any staff or parent/carer</li> <li>Bringing the school into disrepute e.g. on public transport, road, use of social media and technology</li> <li>Vandalism/Graffiti</li> <li>Stealing</li> <li>Persistent bullying</li> <li>Racist incidents (1 day internal)</li> <li>Truancy</li> <li>Malicious or inappropriate use of new technologies (see also acceptable use of Internet policy)</li> </ul>	<ul style="list-style-type: none"> <li>Formal telephone call/contact/ letter/ meeting with parents/carers by above</li> <li>Possible recompense for damaged/stolen property</li> <li>School ‘community service’</li> <li>A behaviour chart monitored by appropriate senior member of staff on site and copy sent home at end of week to parent/carer</li> <li>Daily home school behaviour book</li> <li>Possible denial of technology access rights</li> <li>Internal exclusions either on site or to another federation site for a period of 3 or 5 days</li> <li>Possible fixed term exclusion up to 15 days</li> <li>Exclusion from site at lunchtimes</li> <li>After school/weekend detentions</li> <li>Withdrawal from whole school events e.g. trips</li> </ul>	<ul style="list-style-type: none"> <li>Requires immediate involvement of Head/Deputy</li> <li>Liaison with school SENCo and Family Services Team to identify whether behaviours being displayed reflect an underlying emotional, social or mental health need for which a child needs additional support. In these cases, child to be placed on SEN register and to access additional support e.g. mentor</li> <li>Where appropriate, referrals to be completed to access additional services e.g. CAMHS (Child and Adolescent Mental Health Services).</li> <li>Incidents recorded on tracking system &amp; circulated (to be kept on file)</li> <li>Parental contact recorded &amp; circulated (kept on file)</li> <li>ABC chart considered to track triggers for behaviour and identify appropriate provision</li> <li>Repeated exclusions might result in SLT working with parents/carers to consider managed move</li> <li>Persistent stage 3/stage 4 behaviours – SLT complete a chronology (interventions, meetings, incidents) for child to ascertain what other support must be put in place urgently to avoid exclusions. Children placed on the ‘at risk of permanent exclusion’ register</li> <li>CEOP meeting for parents/carers to support understanding of technology use.</li> </ul>
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<b>Stage 5</b>	<p><b>Extremely Serious</b></p> <ul style="list-style-type: none"> <li>• Repeated Stage 4 Behaviour</li> <li>• Extreme danger or violence</li> <li>• Very serious challenge to authority</li> <li>• Verbal and physical abuse to any staff</li> <li>• Absconding from school</li> <li>• Possession of a weapon considered to be dangerous by an adult at Gipsy Hill Federation.</li> <li>• Possession of illegal drugs</li> </ul>	<ul style="list-style-type: none"> <li>• sanction up to and including exclusion as appropriate (internal, fixed term or permanent)</li> </ul>	<ul style="list-style-type: none"> <li>• Requires immediate involvement of Head/Deputy</li> <li>• Parallel Procedures for official out of school activities (PRU)</li> <li>• Possibility of considering managed move.</li> </ul>
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Consequences are appropriate and reasonable and take into account the individual child. A pupil's age, any Special Educational Needs or disability and religious requirements affecting them is taken into account when addressing a child's behaviour. Provisions such as individual behaviour plans and personalised rewards may be put in place to promote high expectations of behaviour. Parents/Carers are made aware of such provisions and are actively involved in regular reviewing and evaluating.

\*An Antecedent Behaviour Consequence document (ABC) may be used to create a narrative of behaviour for an individual child. The antecedent is recorded as well as the actual behaviour and the consequence. The consequences will continue to be in line with the stages as outlined in the stages of behaviour chart above. The information on the ABC chart will be used to identify patterns in behaviour and inform further provision and reasonable adjustments for the child to support a de-escalation in behaviours.

Stage 3 behaviour incidents are recorded and tracked. The incident is documented in detail including the time, location and appropriate consequence as indicated in the above chart. Behaviour records are analysed weekly by SLT to identify those children reaching the trigger of three incidents (resulting in a parent/carer meeting) as well as any apparent trends in behaviour.

At the Gipsy Hill Federation we recognise that behaviour is a form of communication. We track serious behaviour incidents so as to ensure that we intervene early where there are concerns about a child's behaviour or where, for example, there is a sudden escalation in behaviour. This supports us to, in partnership with parents/carers, put the appropriate provision and reasonable adjustments in place to prevent further incidents. Our aim is to work in partnership to support all children's inclusion so that all children can access an appropriate education and meet their full potential.

If parents/carers have concerns about any incidents or how they have been addressed, parents/carers are asked to raise them appropriately in line with the adult behaviour policy and use the correct channel. Parents/carers should speak with their child's class teacher or a member of the Senior Leadership Team. Our aim is always to work in partnership with parents/carers, keeping the child's educational experience at the centre. When appropriate the child will be involved. However, in order to safeguard the relationship between school staff and pupils, there are times when it is necessary for parents/carers and school staff to speak away from the child.



## Sexualised Behaviour

Whilst it is normal for children to exhibit age-appropriate curiosity with regards to their own bodies and physical development, it is essential that clear boundaries are set to protect all children from abuse and to reflect cultural and societal expectations. Where necessary, incidents will be discussed with pupils and information shared with the Designated Safeguarding Leads when appropriate. Where there are concerns due to the nature of sexualised behaviour being displayed (when the behaviour is not age-appropriate, when the behaviour is repeated or when there are incidences of serious sexualised behaviour), this will be shared immediately with the Senior Leadership Team (Designated Safeguarding Leads) and the local authority (social care and other appropriate agencies) will be consulted. If a child discloses inappropriate sexualised behaviour involving other children or adults, it is the legal duty of all members of staff to inform the Senior Leadership Team immediately (Designated Safeguarding Leads) of the disclosure. The appropriate agencies (social care, Local Authority Designated Officer (LADO), etc.) will be consulted. In these incidences, the safeguarding policy will be followed.

## Exclusions

At the Gipsy Hill Federation we view fixed term and permanent exclusions as a last resort.

An Internal Exclusion requires the pupil to be excluded from all contact with classmates during the school day including break times and assemblies and to be supervised by a deputy head or head of the school with the parent or carer formally informed of actions. A student on an internal exclusion will complete work during the school day. On certain occasions (where there has been an escalation in behaviours), a child might be internally excluded to another site and will be supervised by a senior member of staff on another site to complete their work.

An external exclusion requires a pupil to be excluded from the school premises for the duration of the exclusion. This is either a fixed-term exclusion or a permanent exclusion. Parent/Carers are responsible for ensuring that their child is not on in public during an external exclusion. It is the school's statutory duty to report all fixed term and permanent exclusions to the governing body and the local authority.

Information regarding school's statutory duties when a student has received a fixed term (external) exclusion or a permanent exclusion are outlined in *DfE Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion September 2017* (<https://www.gov.uk/government/publications/school-exclusion>).

Internal exclusions wouldn't necessitate a reintegration interview unless it is thought useful. An external exclusion will always be followed by a reintegration interview, involving school, parent/carer and the pupil. A reintegration interview will include discussion about the immediate support the child will receive in the week following the exclusion as well as support and reasonable adjustments to avoid future exclusions. These will be discussed in partnership with the child.

## Links with other policies

- Learning & Teaching policy
- Safeguarding (Child Protection) policy
- Positive Handling Policy
- Special Educational Needs Policy
- Special Educational Needs and Disabilities (SEND) Report
- Equalities Policy
- Acceptable Internet Usage Policy
- Confiscation and Search policy
- Anti Bullying Policy