



# BEHAVIOUR POLICY PACK

## WHY?

'A clear school behaviour policy, consistently and fairly applied, underpins effective education. School staff, pupils and parents should all be clear of the high standards of behaviour expected of all pupils at all times'.

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

## WHAT?

George Betts Primary Academy's Behaviour Policy is made up of the following one-page policies:

- o Rewards and Sanctions Policy
- o Behaviour Categories Chart
- o Behaviour Concerns Procedure
- o Lunchtime Behaviour Policy
- o Exclusions Policy
- o Anti-Bullying Policy
- o Drugs Policy

Each policy outlines its purpose, what action is taken in school and who holds which responsibilities. The policies are reviewed annually by the Behaviour and Well Being team.

This pack is shared with families and agreed to through a home-school agreement during the first half of every autumn term. It can also be requested from the school office.

## Key Definitions

**Peer to Peer Abuse:** Repeated acts of unkindness, physical or emotional towards another person.

**'STOP' – Several Times On Purpose**

**Racism:** Name calling that refers to another person's skin colour, race, religion or culture.



# Rewards and Sanction Policy

## WHY?

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## WHAT?

This policy forms part of George Betts Primary Academy whole school behaviour policy. It is a fair and consistent framework for issuing rewards and sanctions.

## HOW?

### Rewarding good behaviour:

- o Children are put into one of five teams, Eagles, Titans, Ravens, Jets and Panthers. Teams compete against each other vertically throughout the school. With regular updates during wellbeing assemblies.
- o **YR-6: Team points** are awarded for positive behaviours linked to growth mind-set statements such as Perseverance, collaboration, positive attitude.
- o Class Dojo on-screen display shows how many points each team has collected.
- o Each academic year children begin earning points from white again.
- o **Nursery** reward good behaviour with stickers.

### Addressing unacceptable behaviour:

- ❖ Staff members decide on category of behaviour, **using professional judgement and category chart**, this also contains suitable sanctions.
- ❖ Those children who lose lunch/playtime will spend the time with the allocated member of staff. Children will stay with their allocated member of staff and parents will be spoken to by class teachers.
- ❖ Those children who lose more than 15 minutes will have their parents spoken to by the allocated member of staff.
- ❖ When a child demonstrates ongoing poor behaviour, teachers will follow the Behaviour Concerns Procedure which reviews behaviour management strategies and may lead to Reflection Club intervention, score chart, an IBP or mentor support (see supporting document: Behaviour Concerns Procedure).
- ❖ If inappropriate items are brought into school (e.g. laser pens, games consoles, phones, lighters, knives etc) they will be confiscated, investigated and a meeting will be arranged with parents.
- ❖ Where unacceptable behaviour is the result of a disability or SEN, school will take regard of the needs outlined in The Disability Equality Duty on schools (Part 5A of DDA 1995, inserted by the DDA 2005).

## WHO? All staff in school are responsible for responding to behaviour

- Families will support this policy through the home school agreement
- The staff member who deals with an incident of behaviour will record it on Scholarpack for follow up as needed by Class Teacher/Phase Leader/Wellbeing Mentor/Behaviour Leader
- The Behaviour Team are responsible for supporting pupils and staff and liaising with parents if behaviour is severe or ongoing
- The Behaviour Team will review rewards and sanctions annually
- Police Officers within the Safer Schools Partnership (SSP) can support teachers and parents in all areas of behaviour management



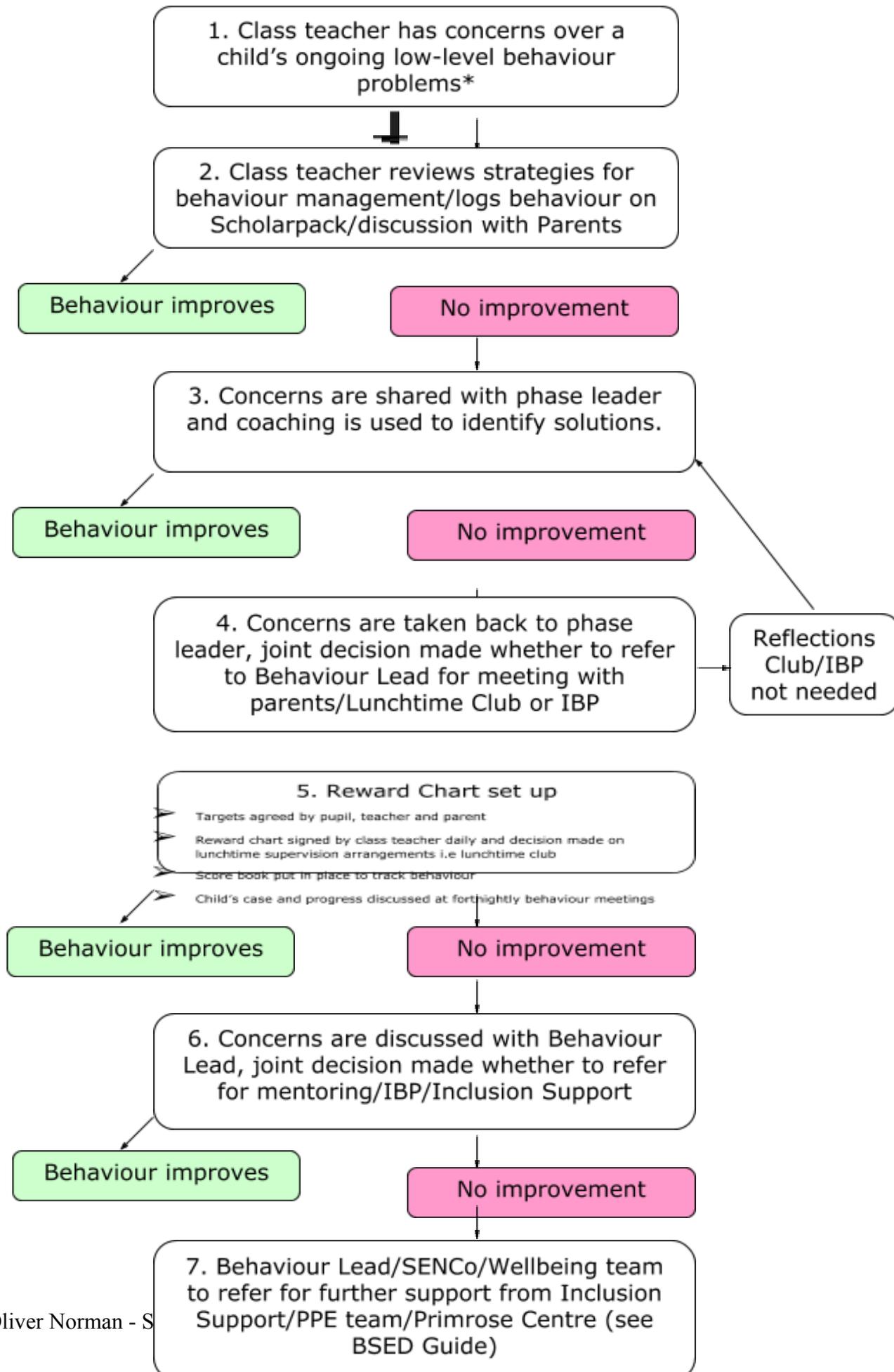
# Behaviour Categories

This Chart forms part of George Betts whole school Behaviour Policy

| BEHAVIOUR   | PROCEDURE/SANCTION  |
|---|---|
| <p><b>Category 1</b><br/>Not following any of the school rules which are:</p> <ul style="list-style-type: none"> <li>• <b>Follow instructions with thought and care</b></li> <li>• <b>Show good manners</b></li> <li>• <b>Care for everyone and everything</b></li> </ul> <p><u>Examples include:</u> shouting out, pushing in the line, refusing to do something an adult asks, running in the corridor, forgetting PE kit or homework, wasting school resources</p>   | <p><b>Stage 1</b></p> <ul style="list-style-type: none"> <li>• Verbal reminder of the correct behaviour</li> <li>• Take action as needed to increase positive behaviour e.g. praise, dojo points given, change of seats or task</li> </ul>  |
| <p><b>Category 2</b><br/>Repeating the above</p>  | <p><b>Stage 2</b></p> <ul style="list-style-type: none"> <li>• Verbal warning of correct behaviour and 5 minutes of 'Golden Learning Time' (GLT) is taken away.</li> <li>• If behaviour continues then you take a further 5 minutes 'GLT'</li> <li>• Behaviour to be logged on Scholarpack incident log</li> <li>• Take action as needed to increase positive behaviour e.g. thinking time, praise, change of seats or task, opportunity to earn time back</li> </ul> <p><b>Parents to be made aware at the end of the school day by class teacher. Less than 15mins of GLT lost, children stay in classroom on Friday afternoons missing out on activities.</b></p>  |
| <p><b>Category 3</b><br/>Repeating the above or category 3 behaviours: unkind words, walking around the classroom, being disrespectful to adults</p>  | <p><b>Stage 3</b></p> <ul style="list-style-type: none"> <li>• If low level behaviour continues 15 minutes of GLT is lost.</li> <li>• loss of break time/lunchtime (Shelly to be informed for a dinner supervisor to be allocated for the children to stand with after their dinner)</li> </ul> <p><b>Straight Category 3 behaviour is:</b></p> <ul style="list-style-type: none"> <li>• Incident to be investigated</li> <li>• Loss of 15 minutes GLT</li> <li>• Behaviour logged</li> <li>• Class teacher to speak to parents at the end of the school day</li> <li>• Take action as needed to increase positive behaviour e.g. thinking Time, praise, change of seats or task</li> </ul> <p><b>15 minutes or more of GLT lost, children can go to the school hall/boardroom or sit out of GLT activities in class.</b></p> <p><b>Children can still earn their GLT back before Friday.</b></p>                         |
| <p><b>Category 4</b></p> <ul style="list-style-type: none"> <li>• Damaging school or other people's property</li> <li>• Bringing in a mobile phone</li> <li>• Accessing social media</li> <li>• Throwing stones</li> <li>• Bringing a weapon, including plastic BB guns into school</li> <li>• Spitting</li> <li>• Fighting</li> <li>• Swearing</li> <li>• Racism</li> <li>• Peer on Peer abuse and cyber-bullying</li> <li>• Stealing</li> <li>• Physical assault of staff or pupil</li> <li>• Sexual Violence</li> <li>• Unsafe behaviour, defiance or repeatedly not following instructions</li> </ul> | <p><b>Stage 4</b></p> <ul style="list-style-type: none"> <li>• Incident to be investigated</li> <li>• Loss of 30 minutes of GLT</li> <li>• Record incident on Scholarpack Incident Log</li> <li>• Possible exclusion (either internal, fixed term or permanent)</li> <li>• <b>Parents informed on same day and a meeting arranged with parents, class teacher, behaviour team or a member of SLT.</b></li> </ul> <p><b>Physical intervention must only occur where the safety of a pupil or other person is at risk.</b><br/><b>Red card system to be used with trained member of staff</b></p> <p><b>Straight Category 4 behaviour at lunchtime:</b></p> <ul style="list-style-type: none"> <li>• <b>Same sanctions as above</b></li> <li>• <b>Child is withdrawn from play</b></li> <li>• <b>Lunchtime Supervisors to complete paper copy of behaviour log, to be uploaded by members of classroom team.</b></li> </ul> |

The above behaviours are examples only; this is not an exhaustive list. The sanctions may also apply to inappropriate behaviours whilst a child is on their way to or from school.

# Behaviour and Concerns Procedure





# Lunchtime Behaviour Policy

## WHY?

This policy outlines the action taken to encourage good behaviour at lunchtimes and deter bad behaviour. It gives details of the rewards and sanctions used and how responsibilities are distributed.

## WHAT?

This policy forms part of George Betts Primary Academy's whole school behaviour policy. It is a fair and consistent framework for issuing rewards and sanctions.

## HOW?

### Rewards

- Individuals can earn individual Dojo points while outside or in the hall

### Sanctions

- If a child behaves inappropriately (refer to examples on behaviour chart) during lunchtime they are either:
  - **issued with a verbal warning, then withdrawn from play if the behaviour is repeated**
  - or
  - **withdrawn from play immediately if behaviour is Category 4.**
- Children who have been withdrawn from play are required to sit on 'reflection' chairs on the playground (or inside Hall if the weather is bad), they are supervised by LSPs on a rota basis.
- Names and reasons for all children who are withdrawn are logged by the supervising LSP.
- **If a child persistently behaves inappropriately a Fixed Term Exclusion will be implemented**
- Data is analysed to identify where, when or with whom action should be taken to prevent adverse behaviour.
- Suitable incidents are recorded on the Scholarpack Incident Log by member of the classroom team. At the end of lunchtime children are escorted back to their classes and details of incidents shared with class teachers who then inform families.
- Children who have SEND relating to behaviour have 1:1 supervision during lunchtimes and are managed by their supporting staff member to prevent incidents of bad behaviour.

## WHO?

Lunchtime supervisors:

- Escort children to reflection area and explain reason
- Give Dojo points to individual children

LSPs:

- Supervise withdrawal area according to lunchtime rota
- Supervise individual children according to lunchtime rota as directed by LMT
- Log all children who are withdrawn
- Record incidents on paper copy of behaviour log

Class teachers:

- Collect children promptly from playground when bell signals the end of lunchtime
- Liaise daily with lunchtime supervisors and report ongoing issues and behaviour problems to families.
- Liaise with Phase Leaders and behaviour team if required

Parents:

- Support this policy through the behaviour agreement.



# Exclusions Policy

## WHY?

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<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

## WHAT?

This policy forms part of George Betts Primary Academy's whole school behaviour policy. It outlines three types of exclusion, how and when they could be used as sanctions and the school's procedures to support reintegration. All exclusion decisions will be made on a case-by-case basis looking at the probability of likelihood and at the discretion of the Executive Principal. The policy is in line with Elliot Foundation's Exclusion Procedures.

## HOW?

### Lunchtime Exclusions:

- ❖ Pupils whose behaviour at lunchtime is disruptive may be fixed term excluded from the school premises for the duration of lunchtime for a defined length of time.
- ❖ Internal exclusions EG Lunchtime Behaviour Clubs

|                       |   |
|-----------------------|---|
| 'One Off' incident    | Verbal abuse to staff / pupils / others<br>Racial abuse to staff / pupils / others<br>Physical abuse to staff / pupils / others<br>Possession of a weapon |
| Fixed term (1-5 days) | Peer on Peer Abuse<br>Physical abuse to staff / pupils / others<br>Continued disruptions in lessons   |
| /Permanent exclusions | Defiance<br>Theft<br>Vandalism<br>Extortion<br>Threatening behaviour  |

### Fixed Term Exclusions:

- ❖ If the school's Behaviour Policy is seriously breached, a decision can be made to exclude a pupil for a 'One Off' serious incident for a fixed period of time. This decision will be made, on the balance of probabilities, by the Executive Principal
- ❖ Examples of behaviour that may warrant a one off incident and fixed term exclusions are outlined in the table.
- ❖ Internal exclusions to Shireland Hall Primary.

### Permanent Exclusion:

- ❖ A decision can be made by the Executive Principal to permanently exclude a pupil if the school's Behaviour Policy is seriously breached **and** allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or other in school e.g. any case of sexual assault, supplying drugs or serious actual or threatened violence to another
- ❖ In these circumstances the Executive Principal can also permanently exclude a pupil following a "One off" incident.
- ❖ The decision to permanently exclude will be taken when all facts and evidence are clear, and may follow 5 day fixed term exclusion while investigations are pending.
- ❖ Police will be contacted when necessary

### Education during exclusion

An age-appropriate work pack will be provided for the child to complete at home from the first day of exclusion. If exclusion is for six days or more, the school has a duty to arrange full-time education provision from the sixth day.

### Reintegration Procedures

Following any exclusion, a member of the Wellbeing Team or LMT leads a reintegration meeting with the pupil and parents. At the meeting, targets are agreed and support for improving behaviour is put into place or reviewed (IBP or report card may also be set up).

## WHO?

- The Executive Principal is responsible for agreeing any exclusion, informing the Local Authority and ensuring parents are informed of; the reason for exclusion, their rights to make representation to governors and the dates on which the parent must ensure their child is not present in a public place during school hours.
- The Wellbeing leader is responsible for investigating critical behaviour incidents which may lead to exclusion.
- The Family Support advisor leads liaison with and support for parents.
- Reintegration meetings are led by a member of the Wellbeing Team or LMT.
- The Well Being Mentor supports pupils where a mentoring need is identified to ease transition back into school.
- Governor's review the case of any pupil with a total of 15 days exclusion in one term.



# Anti-Bullying Policy

## WHY?

Bullying and racism can affect the lives and learning of children, their families and teachers.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/623895/Preventing\\_and\\_tackling\\_bullying\\_advice.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf)

## Key Definitions

**Peer to Peer Abuse:** Repeated acts of unkindness, physical or emotional towards another person.  
**'STOP' – Several Times On Purpose**

**Racism:** Name calling that refers to another person's skin colour, race, religion or culture.

## WHAT?

**This policy forms part of George Betts whole school behaviour policy.**

There are four main types of bullying:

- **Physical e.g.** hitting, kicking, sexual, stealing or hiding belongings, sexual assault.
- **Verbal or written e.g.** name calling, insulting, racist remarks, offensive sexual remarks, taunting, mocking, threatening language, producing offensive graffiti.
- **Indirect/ emotional e.g.** spreading nasty stories, excluding from groups, forced joining of groups, graffiti, defacing property, displaying literature or materials of a racist, sexist or pornographic nature.
- **E-bullying e.g.** using web pages, offensive or abusive text or email messages, sending offensive or degrading images by phone or via the internet.

Bullying can take many forms:

- Race, religion or culture.
- Sexual orientation (or alleged orientation) or of a sexual nature.
- Disability or SEN.
- Appearance or health.

## HOW?

- All staff are clear that bullying and racism are not tolerated in school.
- Pupils are encouraged to report all incidents of bullying whether they are victims or bystanders to their chosen member of staff.
- The ethos of a 'listening and talking' school is communicated to the children.
- All staff will respond to student, staff or parental concerns seriously.

When an incident is reported staff must:

|  |  |
|--|--|
|  | Investigate the incident: talk to the parties involved and get both sides of the situation.<br>Gather information: <ul style="list-style-type: none"> <li>• Clarify if it is the first instance or ongoing</li> <li>• Find out if it is targeted at an individual or a group</li> <li>• Clarify what happened/ times/ key details/ circumstances</li> <li>• Record onto <b>Scholarpack</b> and state that bullying or racism was involved</li> </ul> |
|  | Report the incident to: <ul style="list-style-type: none"> <li>• Class teacher</li> <li>• Phase leader/ Behaviour lead</li> </ul> Follow the Behaviour Categories chart (Category 4)   |
|  | Class teacher to inform parents of the child who has reported the bullying/ racist incident and state that the incident is being investigated<br>Phase / behaviour lead will meet with the instigators parents   |
|  | Review the behaviour of all parties and if further incidents occur inform behaviour lead<br>The behaviour team/ Head teacher will decide the sanctions/ or possible exclusions – see rewards and sanctions policy  |

## WHO?

- The staff member who deals with an incident of bullying/ racism will investigate and report it to the appropriate person.
- Wellbeing leader is responsible for investigating incidents after they have been reported after the initial investigation.
- Class teachers are responsible for reporting incidents to parents with the support of Behaviour Leader or Wellbeing Leader.
- LMT will discuss, monitor and review the anti-bullying/ racism policy on a regular basis.
- Class teachers are responsible for addressing bullying/ racism in the curriculum. (Anti- bullying week)



# Drugs Policy

## WHY?

Drugs are an issue in society at present and children may be placed, at some stage in their life, in situations where drugs are involved. Drugs may be classified as: alcohol, prescribed drugs, legal or illegal, they take many forms they are described by the World Health Organisation as "a substance, which on entering the body, changes the way that the body functions".

## WHAT?

**This policy forms part of George Betts whole school behaviour policy.**

1. Educate our children factually, non judgmentally and with the inclusion of key partner agencies
2. To have a clear training strategy for staff, Governors and Parents/Carers
3. To have a clear strategy for dealing with drug related incidents

## HOW?

**"The welfare of the child is paramount at all times".**

A range of responses would be adopted as no one incident is identical to another. If needed we will refer a child to the DECCA team but this may not always be appropriate.

|                                 |  |
|---------------------------------|--|
| <b>Allegation or suspicion.</b> | Act immediately<br>Inform SLT<br>Have two staff present this can be important if any future allegations are made<br>Investigate the child behaviour/ appearance/ actions<br>Record everything that is done as a description of events on the record of concerns form.                            |
| <b>Disclosure</b>               | Act immediately<br>Investigate further by not asking leading questions<br>Fill out a record of concerns form and give to safeguarding team   |
| <b>Informing Parents</b>        | SLT will decide when appropriate to inform parents<br>Offer of support will be set up by the Family Support Advisor  |
| <b>Involving Police</b>         | Police will be contacted regarding a pupil who has been found in possession/suspected possession of an illegal substance<br>Police will be contacted regarding a pupil who has been found supplying or is suspected of supplying an illegal substance<br>A member of SLT will contact the police |

## Sanctions

The use of drugs in school may result in fixed term or permanent exclusion, the Executive Principal can also decide to permanently exclude any pupil supplying drugs. See Rewards and Sanctions Policy, Behaviour Categories and Exclusions Policy for more details.

## Smoking:

The dangers of smoking are addressed across the curriculum and we will:

1. Help children know and understand the dangers of smoking, and the harmful effects that smoking can have on their bodies.
2. Provide children with the knowledge and information necessary for them to make responsible choices about smoking.
3. Equip children with the social skills that enable them to resist the pressure to smoke.

## WHO?

- **All staff are responsible to be vigilant against drugs**
- **SLT will act if necessary**
- **Outside agencies will be contacted for support**

## Useful Resources:

