



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>

George Betts' Behaviour Policy intends to set high expectations in order to allow children to form good habits for life and to feel part of the school community.

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 Peer on Peer Abuse and Racism 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.

Rules and Routines

School rules are based around the school's values, which allow all children to become:

- Responsible Citizens
- Successful Learners
- Confident Individuals

Routines are set expectations for the classroom, corridors, in the school hall and on the playground. These routines enable children to feel part of the school community and allow for greater consistency with behaviour across the school. A list of routines can be found in the [Routines](#) folder.

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.
- o Each team has 2 Heads of House (adults) and one House Captain (child) who act as ambassadors for good behaviour.
- o House Captains apply in Year 6 and are interviewed by their Heads of Houses. They must be exemplary in their behaviour.
- o **YR-6: Team points** are awarded for positive behaviours linked to the school values, to create 'Responsible Citizens, Successful Learners, Confident Individuals'. These values are developed through points awarded for growth mind-set statements such as perseverance, collaboration, positive attitude.
- o Dojo Points are collected in pots in a prominent place in the classroom. Children take a counter and place it in the pot when they receive a point. These points are counted on Friday morning and added to Class Dojo website.
- o Each Friday afternoon, in the celebration assembly, children are told who has won:
 1. Each class has a winning team. The House Captain places a ping pong ball into their team's tube for each class. The winning team at the end of the year receives a whole-team experience.
 2. The total number of points for each team that week is announced. The team with the highest receives individual invitations to the 'House Party', during GLT.
- o Each academic year children begin earning points from zero 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 in the Reflection Room with the allocated member of staff. Parents will be spoken to by class teachers.
- ❖ A log is kept of the number of minutes spent in the Reflection Room. If a child has a spike in the amount of time spent (2 High Level behaviours or an average of 15 minutes or more per week over 1 half term), their parents are met by the Behaviour Lead and they are placed on a behaviour contract (see supporting document: Behaviour Contract). When on a contract, the child meets weekly with the behaviour lead, who discusses their behaviour and ways to improve. A text is sent home informing parents of the total number of minutes spent in the Reflection Room that week.
- ❖ 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 (High Level) and 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

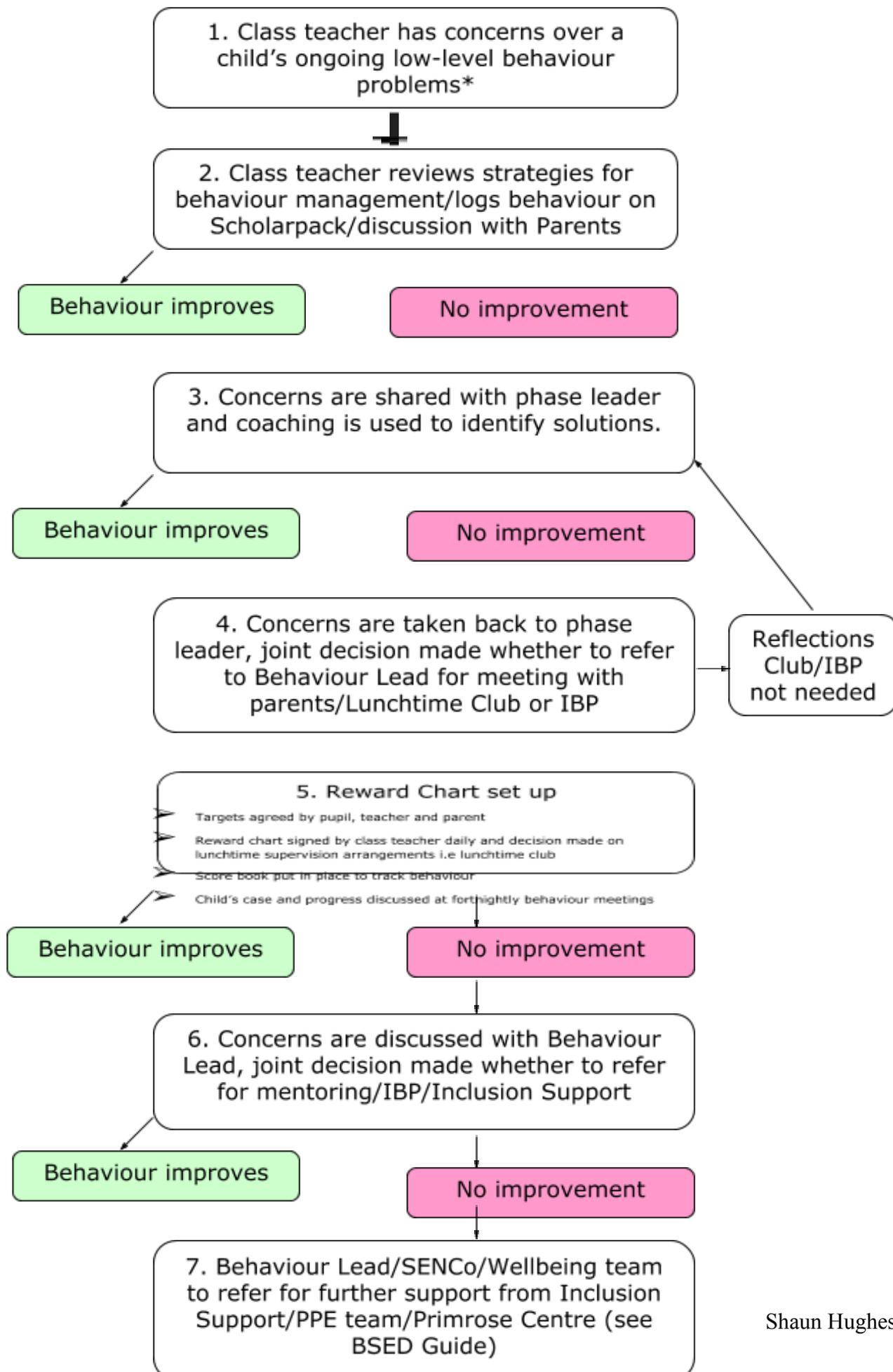
LOW LEVEL BEHAVIOUR	HIGH LEVEL BEHAVIOUR
<p>Not following any of the school values which allow us and others to be:</p> <ul style="list-style-type: none"> • Responsible Citizens • Successful Learners • Confident Individuals <p><u>Examples include:</u> shouting out, pushing in the line, refusing to do something an adult asks, running in the corridor, wasting school resources, walking around the classroom.</p>	<p>High level behaviour includes, but is not limited to, the following behaviours:</p> <ul style="list-style-type: none"> • Physical assault of staff or pupil • Damaging school's or another pupil's property • Bringing in dangerous or banned items (mobile phones, items which can cause harm) • Swearing • Racism • Peer on Peer abuse and cyber-bullying • Stealing • Continual defiance
PROCEDURE/SANCTION	PROCEDURE/SANCTION
<p>Stage 1</p> <ul style="list-style-type: none"> • Verbal reminder of the correct behaviour and warning of losing time in the Reflection Room • Take action as needed to increase positive behaviour e.g. praise, dojo points given, change of seats or task <p>Stage 2</p> <p>The behaviour is repeated</p> <ul style="list-style-type: none"> • Verbal warning of correct behaviour and 5 minutes in the Room. • Child taken to Reflection Room by class teacher or LSP. • Class teacher or LSP discusses the Reflection Room sheet with child once they have returned to class. • Child is reminded of their responses in the Reflection Room if behaviour is repeated. • Parents informed of time in Reflection Room and reasons lost. • Incident is recorded in Reflection Room Log 	<p>Stage 1</p> <ul style="list-style-type: none"> • Incident to be investigated • 30 minutes in the Reflection Room • Record incident on Scholarpack Incident Log • Possible exclusion (either internal, fixed term or permanent) • Parents informed on same day and a meeting arranged with parents, class teacher, behaviour team or a member of SLT. <p>Physical intervention must only occur where the safety of a pupil or other person(s) is at risk. Red card system to be used with trained member of staff.</p> <p>Straight Category 4 behaviour at lunchtime:</p> <ul style="list-style-type: none"> • Same sanctions as above • Child is withdrawn from play • Lunchtime Supervisors to complete paper copy of behaviour log, to be uploaded by Michelle Stockton.

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.

Example of Behaviour categories on display in classrooms:

Low Level Poor Behaviour	High Level Poor Behaviour
<ul style="list-style-type: none"> • Shouting out • Pushing in the line • Refusing to do something an adult asks • Running in the corridor • Wasting school resources • Walking around the classroom • Wearing incorrect uniform or PE kit 	<ul style="list-style-type: none"> • Damaging property • Physically hurting someone • Bringing in dangerous or banned items (mobile phones or items which could hurt someone) • Swearing • Racism • Cyber-bullying • Stealing • Continually not listening
What will happen?	What will happen?
<ol style="list-style-type: none"> 1. You will be given a warning 2. If you repeat the poor behaviour, you will spend 5 minutes in the Reflection Room 3. If you repeat the poor behaviour again, you will spend more time in the Reflection Room 4. Your parents may be spoken to 	<ol style="list-style-type: none"> 1. You will spend 30 minutes in the Reflection Room 2. You could be excluded 3. Your parents will be spoken to

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 sent to the Reflection Room for the appropriate amount of time if repeated.**or
 - **Sent to the Reflection Room immediately if behaviour is High Level.**
- Names and reasons for all children who are sent to the Reflection Room are logged by the supervising LTS.
- **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 Lunchtime 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?

'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?

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 Racial abuse to staff / pupils / others Physical abuse to staff / pupils / others Possession of a weapon
Fixed term (1-5 days)	Peer on Peer Abuse Physical abuse to staff / pupils / others Continued disruptions in lessons
/Permanent exclusions	Defiance Theft Vandalism Extortion 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.
- ❖ If a child is subject to a Fixed Term Exclusion, safe and well checks will be carried out to ensure the child is safeguarded.

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.
- ❖ 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 WellbeingTeam 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.



Peer on Peer Abuse and Racism Policy

WHY?

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

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, 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. Gather information: <ul style="list-style-type: none"> • Clarify if it is the first instance or ongoing • Find out if it is targeted at an individual or a group • Clarify what happened/ times/ key details/ circumstances • Record onto Scholarpack and state that bullying or racism was involved
	Report the incident to: <ul style="list-style-type: none"> • Class teacher • Phase leader/ Behaviour lead 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 Phase / behaviour lead will meet with the instigators parents
	Review the behaviour of all parties and if further incidents occur inform behaviour lead 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.

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

DECCA Team (0845 838 53 17)

Sandwell Drug support (0121 553 1333)