



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 Policy
- o Discrimination 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 Wellbeing 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?

'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 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 the 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).
- ❖ Where behaviour is deemed likely to cause harm to the child or others, staff who are trained in MAPA principles may use reasonable force. Staff will only use if necessary and will follow MAPA procedures in line with the 2013 '[Use of Reasonable Force](#)' guidance.

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

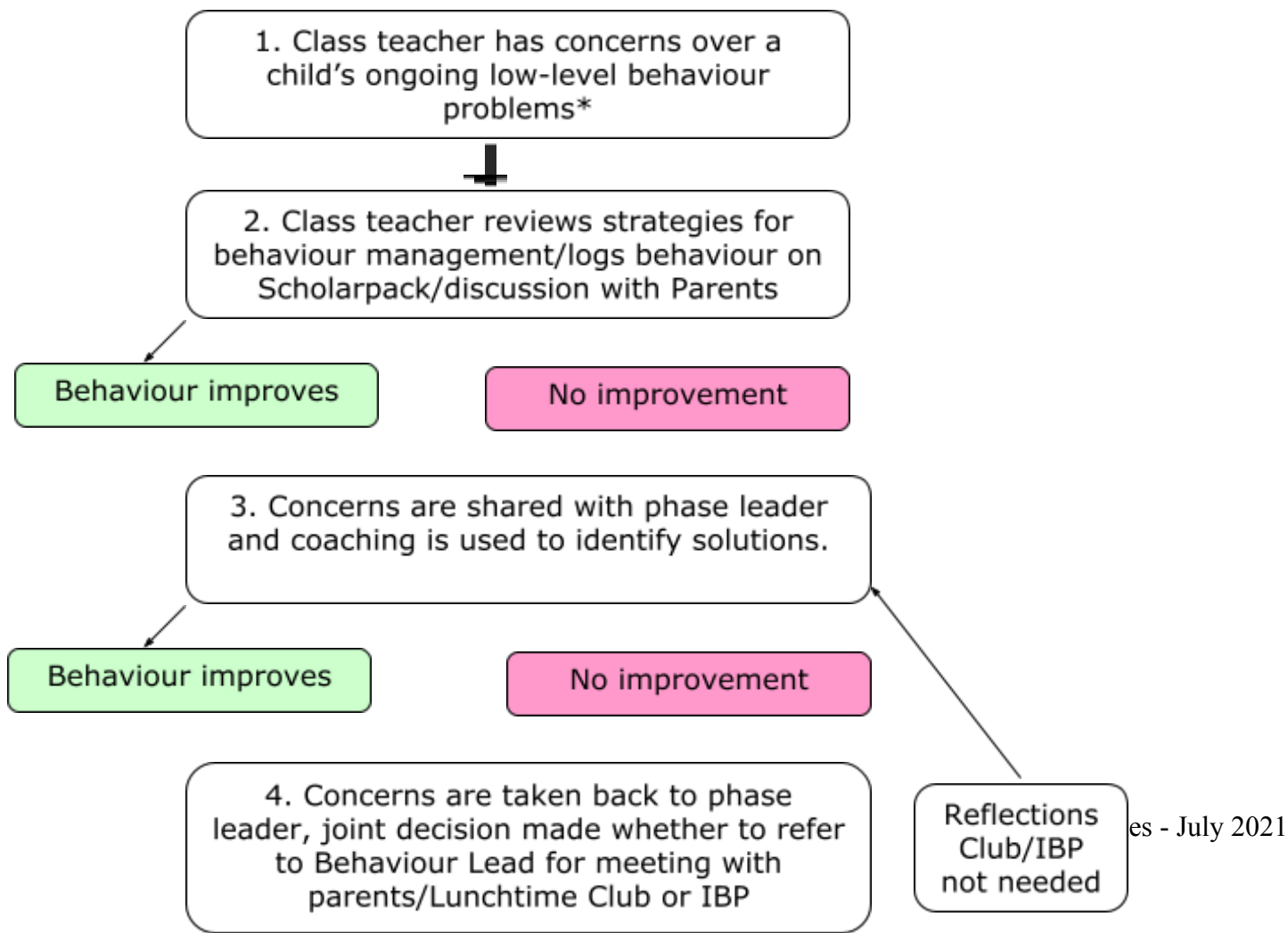
| Low Level Poor Behaviour | High Level Poor Behaviour |
|---|---|
| <p>Not following any of the school values which allow us and others to be:</p> <ul style="list-style-type: none"> • Responsible Citizens • Successful Learners • Confident Individuals <p><u>Examples include:</u> shouting out, pushing in the line, refusing to do something an adult asks, running in the corridor, wasting school resources, not following instructions after a warning.</p> | <p>High level behaviour includes, but is not limited to, the following behaviours:</p> <ul style="list-style-type: none"> • Peer on Peer Abuse (Pg 8) • Physical assault towards staff • Damaging school's or another pupil's property • Bringing in dangerous or banned items (mobile phones, items which can cause harm) • Swearing • Discriminatory behaviour (disability, race, religion or belief, sex, gender, sexual orientation) • Stealing • Continual defiance & refusal |
| Procedure/Sanction | Procedure/Sanction |
| <p>Stage 1</p> <ul style="list-style-type: none"> • Verbal reminder or Reflection Card (KS2) given to reflect on choice • Take action as needed to increase positive behaviour e.g. praise, dojo points. Ensure the child is spoken to and redirected towards the correct choices. If needed, take the child out for a 1:1 chat. <p>Stage 2</p> <p>The behaviour is repeated</p> <ul style="list-style-type: none"> • Child is made aware they are losing 5 minutes in the Reflection Room. Explain reasons for this and this can be earned back through good choices. • Child taken to Reflection Room by class teacher or LSP at break time. • Incident is recorded on Scholarpack by SLT • Class Teacher/LSP inform parents of time in the Reflection Room and reasons for time lost. | <p>Stage 1</p> <ul style="list-style-type: none"> • Incident to be investigated by the most immediate member of staff • If a peer on peer abuse incident has occurred, this is reported to SLT/DSL immediately • 30 minutes in the Reflection Room • SLT to record incident on Scholarpack • Possible exclusion (either internal, fixed term or permanent) to be decided by SLT. • Parents are informed on the same day by a member of staff confirmed by SLT. <p>Each class has a red card in the classroom. This can be used if behaviour continues to escalate and further support is required.</p> <p>Pivotal MAPA (physical) intervention must only be used as a last resort, where the safety of a pupil or other person(s) is at risk of harm.</p> <p>High level poor behaviour at lunchtime for LTS to follow:</p> <ul style="list-style-type: none"> • Same sanctions as above • Child is withdrawn from play • Lunchtime Supervisors to decide sanction and complete a paper copy of behaviour log, to be uploaded by Michelle Stockton on to Scholar. • LTS to inform class teacher. |

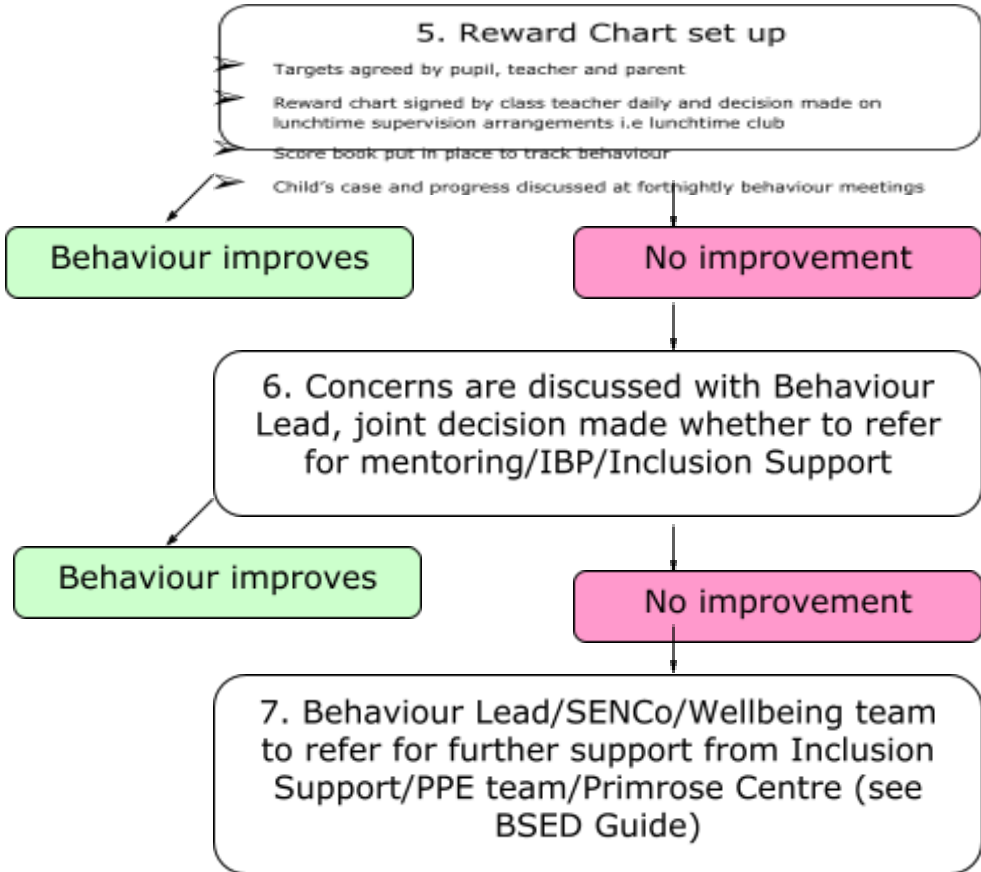
The above behaviours are examples only; this is not an exhaustive list. The sanctions may also apply to inappropriate behaviours whilst a child is on their way to or from school.

Example of Behaviour categories on display in classrooms:

| Examples of Low Level Poor Behaviour | Examples of High Level Poor Behaviour |
|--|--|
| <ul style="list-style-type: none"> • Shouting out • Pushing in the line • Refusing to do something an adult asked you to do • Running in the corridor • Wasting school resources • Wearing incorrect uniform or PE kit • Bystander behaviour (depending on the incident) | <ul style="list-style-type: none"> • Damaging property • Physically hurting someone (for example hitting, kicking, scratching, biting, shaking) • Bringing in dangerous or banned items (mobile phones or items which could hurt someone) • Swearing • Treating others differently because of their race, religion, disability or identity • Cyber-bullying or being abusive online • Stealing • Bystander behaviour (depending on the incident/involvement) |
| What will happen? | What will happen? |
| <ol style="list-style-type: none"> 1. You will be given a warning (this will be verbal or a Reflection Card (KS2)) 2. If you repeat the poor behaviour, you will spend 5 minutes in the Reflection Room 3. You can earn this time back (this choice is made by by an adult) 4. If you repeat the poor behaviour again, you will spend more time in the Reflection Room 5. Your parents will be spoken to about your behaviour | <ol style="list-style-type: none"> 1. You will spend 30 minutes in the Reflection Room 2. You could be excluded. If you are excluded you will have a behaviour contract in place. 3. Your parents will be spoken to about your behaviour |

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?

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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 Serious violence Continued disruptions in lessons Defiance Theft Vandalism Extortion Threatening behaviour |
| Permanent exclusions | Greater than 15 days' Fixed Term Exclusions in a single term. Peer on Peer Abuse Physical abuse to staff / pupils / others Serious violence Continued disruptions in lessons Defiance Theft Vandalism Extortion Threatening behaviour |

Reduced Timetables:

- ❖ In the event of a child seriously breaching the school's behaviour policy, school may decide that it is in the child's best interest to reduce the child's time in school.
- ❖ This decision will be made if it is deemed that the child needs additional support to manage the full length of the school day.
- ❖ Parents will be consulted before any changes to the timetable and it will be reviewed weekly with parents and a member of SLT.

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.
- ❖ 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
- ❖ If a child has been the subject of more than 15 days of Fixed Term Exclusions in any term, this could result in a Permanent Exclusion
- ❖ 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

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 Policy

WHY?

Peer on peer abuse can severely affect a child's wellbeing, mental health and peer relationships. This can happen both in and out of school, or online and can impact on a child being happy, healthy and safe. Peer on peer abuse can be individual or as part of a group.

WHAT?

Peer on peer abuse is likely to include, but is not limited to:

- Bullying
- Physical abuse
- Verbal/emotional abuse
- Sexual violence
- Sexual harassment
- Consensual or non-consensual sharing of nude and semi-nude images and/or videos
- Upskirting

Bullying

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

Physical Abuse

This can include, but is not limited to, hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse). **Any incidents of physical abuse must be investigated and must be deemed to have been on purpose to be classed as peer on peer abuse.**

Verbal/Emotional Abuse

Verbal/emotional abuse can include high-level name calling, swearing at the person, intimidation and humiliation. Over time, the aim is to diminish the other person's sense of identity, diversity and self-worth. **As with physical abuse, any incidents of verbal abuse must be investigated and must be deemed to have been on purpose to be classed as peer on peer abuse.**

Sexual Violence

Sexual violence is the general term used to describe any kind of unwanted sexual act or activity.

Sexual Harassment

These are things such as sexual comments, jokes or remarks. This can happen inside or outside school, or online.

Consensual or non-consensual sharing of nude and semi-nude images and/or videos

Sharing of nude and semi-nude images/videos. Also known as sexting.

Upskirting

This involves taking a picture under a person's clothing without their permission.

If dealing with anything of a sexual nature, the yellow Record of Concern form is completed in line with safeguarding procedures in school.

- All staff are clear that peer on peer abuse is not tolerated in school.
- Pupils and staff are encouraged to report all incidents of peer on peer abuse whether they are victims or bystanders to a member of staff.
- Children and staff know:

"We all have the right to feel safe all the time"

"We can talk with someone about anything, even if it feels awful or small"



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)