

Galliard Primary School

Be the best you can be



Behaviour Policy

Agreed: March 2022

Review: March 2024

Next Review:

Galliard Primary School Behaviour Policy

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Galliard Primary School Behaviour Policy Statement

Children are at the heart of all we do

At Galliard Primary School we aim to give our pupils the best start in life, the learning and achievement of our pupils is at the heart of everything we do. We want them to be happy and successful learners who are inspired to acquire the knowledge and skills they will need to support them to achieve their ambitions now and in the future. Our vision and values are the following:

Our Vision

Our vision is to ensure that pupils become **successful learners** who enjoy learning, make progress and achieve; **confident individuals** who are able to live safe, healthy and fulfilling lives; **responsible citizens** who make a positive contribution to society.

Our Values

We believe that our pupils have the right to learn in a safe environment and believe they should feel and be safe at all times. To enable this to happen we work together with all members of the school community, children, staff, parents/carers and governors to promote our values:

At Galliard our school values are:

**INTEGRITY, COURAGE, JUSTICE, RESPONSIBILITY, RESPECT and
COMPASSION**

**and following these values will enable us to be kind to others and help us
look after each other so everyone can stay safe and happy.**

1. The aim of our Behaviour Policy is:

- To create a calm, safe, happy and effective learning environment that promotes excellent behaviour, ensuring all pupils have the opportunity to learn.
- To provide a consistent whole school approach to behaviour management, that reflects the values of the school and is applied equally to all pupils.
- To outline our expectations and consequences of behaviour
- To be committed to working in partnership with the school community, children, staff, parent/carers and governors so our pupils can thrive and achieve success.
- To define what we consider to be unacceptable behaviour, including bullying and discrimination.

2. The purpose of our Behaviour Policy is:

- To develop a positive attitude in all our pupils, with an emphasis on self-discipline, respect for others, their opinions and property, and an acceptance of responsibility for their own actions.
- To promote the importance of creating a positive and respectful school culture where every child feels valued and cared for, to reward and praise rather than chastise and reprimand.
- To ensure all children, staff and parents are clearly aware of the school's expectations regarding acceptable behaviour, in any given situation.
- To set out the strategies we will implement to ensure high standards of behaviour.
- To support all children to develop self-discipline, self-regulation and awareness

3. Links to legislation statutory requirements and guidance

This policy has due regard to the following legislation and guidance, including, but not limited to:

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice.](#)

4. Definitions

Unacceptable behaviour is defined as:

- Disruption in lessons, around the school and at break and lunchtimes
- Disrespect for the school code of conduct and values

Serious misbehaviour is defined as:

- Repeated breaches of the school code of conduct and values
- Racist, sexist, homophobic or discriminatory behaviour
- Any form of bullying
- Fighting
- Sexual violence or assault
- Sexual harassment
- Vandalism
- Theft
- Possession of prohibited items – knives, weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images.

5. Bullying

At Galliard Primary School, we believe that bullying is wrong and we will not tolerate anyone being bullied in our School.

What is Bullying?

Bullying is defined as repetitive, intentional harming of one person or a group by another person or a group where the relationship involves an imbalance of power. Bullying results in pain and distress to the victim

Bullying is therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

- Emotional – Being unfriendly, excluding, tormenting,
- Physical – Hitting, kicking, pushing, taking another's belongings, any use of violence
- Prejudice based and discriminatory – Taunts, gestures, graffiti or physical abuse focused on a particular characteristic including:
 - Racial
 - Faith-based
 - Gendered (Sexist)
 - Homophobic/biphobic
 - Transphobic
 - Disability- based
- Sexual – Explicit sexual remarks, sexting, display of sexual material, sexual gestures, unwanted physical attentions, comments about sexual reputation or inappropriate touching
- Direct or indirect verbal -name calling, sarcasm, spreading rumours, teasing
- Cyber -includes all areas of internet use such as texting, email, social media Apps, on line gaming, misuse of associated technology including camera and video that takes place online. As well as, the

sharing of personal or private information about another person to embarrass or humiliate. (See Galliard on Line Safety Policy)

Anti- Bullying

The School does not tolerate bullying in any form. All staff are firmly committed to preventing acts of bullying. Allegations of bullying are taken seriously and investigated and victims of bullying will be supported.

Staff are aware that bullying can take place in the classroom and in the playground and will look for signs of bullying such as behavioural changes or reluctance to go into the playground. If staff notice incidence of bullying they will first comfort the victim and then refer the aggressor to a Senior Leader.

Through the curriculum, activities are planned to develop positive relationships and to discuss issues associated with bullying such as cyber-bullying or gangs.

The school has a clear, progressive e-safety education programme as part of the Computing curriculum / PSHE curriculum. This covers a range of skills and behaviours appropriate to their age and experience – see ‘Galliard Primary School Online Safety Policy 2020’

How can parents help?

- By supporting the school in actively discouraging bullying in all forms (online or offline) particularly name calling and discriminatory behaviour
- By encouraging your child to be ‘assertive’ not aggressive
- By monitoring internet use
- By reporting any worries or concerns as soon as possible

What can pupils do if they are being bullied?

- Tell the bully to stop and that they do not like it
- Get support and help. Tell an adult. Tell their teacher – they will deal with the problem
- **Don’t be quiet – tell an adult!**

6. Child-on-Child Abuse

At Galliard, we recognise that some children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”. We also recognise the gendered nature of child-on-child abuse. However, all child-on-child abuse is unacceptable and will be taken seriously. Most cases of pupils hurting other pupils will be dealt with under this Behaviour Policy, but in some cases our Child Protection and Safeguarding Policy will apply to any allegations that raises safeguarding concerns.

This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including sexting)

If a pupil makes an allegation of abuse against another pupil:

- Staff must record the allegation and tell the DSL, but must not investigate it.
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made (and any others affected) with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

We will minimise the risk of child-on-child abuse by:

- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring pupils know they can talk to staff confidentially by referring to this throughout the year to make the children aware (Class introductions/assemblies/Talk time/circle time etc)
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy.

The full document is here on the website: <https://www.galliardprimaryschool.co.uk/safeguarding-documents-1/>

7. Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's poor behaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to our child protection and safeguarding policy for more information: <https://www.galliardprimaryschool.co.uk/safeguarding>

8. The School's Behaviour Curriculum

Expectations

At Galliard Primary School we combine high expectations for educational progress with equally high expectations of behaviour. Teachers and pupil relationships must be built on mutual respect and trust in the same way that we expect pupils' relationships with peers to be built upon respect, trust, friendship and tolerance. We believe in the power of positive and frequent praise for good and caring behaviour as a more effective way of improving standards and relationships between individuals than constant criticism.

All adults within the school environment have a duty to provide positive role models in all areas of behaviour, including non-teaching staff and visitors to the school.

Expectations of good practice by all adults.

- Deal with situations in a calm, firm and fair manner avoiding confrontation where possible.

- Ensure all children are treated fairly and have a sense of being valued and an opportunity to take responsibility.
- Give frequent praise for good behaviour and doing the right thing, as well as for good work.
- Use positive language whenever possible and as often as possible.
- Think carefully about what you are saying and set realistic sanctions in line with the school's behaviour charts.
- Be consistent whilst considering each child's individual needs.
- No adult in school should ignore unacceptable behaviour, behaviour management is everyone's responsibility.
- Identify challenging behaviour at an early stage and work with the SLT, the Inclusion team and/or outside agencies to develop individual strategies to support children's needs.
- Do not leave children unsupervised as a punishment.
- Ensure classroom routines and organisation encourages self-discipline, self-regulation, responsible attitudes and an awareness of the needs of others.
- Provide a curriculum that stimulates, motivates and challenges whilst meeting individual needs.
- Ensure the learning environment is well cared for, attractive and encourages curiosity, reflecting a committed and caring school.

Expectations of parents and carers

- Work in partnership with the school
- Ensure that their child or children attend school regularly and punctually
- Reinforce the rewards and sanctions that the school uses as part of its behaviour policy.
- Support their child in adhering to the school Code of Conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Attend parents' evenings and other meetings as required.

9. School's Code of Conduct

The school's Code of Conduct is based on three principles: **Be kind, be safe, be responsible.**

Expectations of pupils:

- Be kind to others
- Be responsible for themselves, their actions and their environment
- Show respect to members of staff, visitors and each other
- Move quietly and sensibly around school
- In class, make it possible for all pupils to learn
- Treat the school buildings and school property with respect
- Be the best you can be

This Code of Conduct underpins the behaviour of the school community including that of pupils, staff, parents/carers, governors and visitors and is used as a tool for managing behaviour.

10. Rewards - Our approach to positive behaviour

At Galliard, we are determined that our children will develop the skills and attitudes required in the world beyond the classroom so that they can face the challenges of their future lives with confidence. We believe that praise is key to developing children's self-esteem and confidence and this is reflected in all that we do in school.

The main reward system in the school is laid out in this Behaviour Policy (**see Appendix 2**) and consists of the children attaining badges of different colours during the year. The children collect merit stickers throughout the school day, based on their attitude towards their learning and towards those around them. For every 20 stickers they attain, a badge is presented in Friday assembly.

Children can receive several different colour badges (yellow, silver, gold, ruby, diamond) during the year, culminating with a very few children receiving the Headteacher's Award.

Other ways in which positive behaviour is rewarded:

- Verbal praise
- Weekly Star Pupil Awards in achievement assemblies
- Children are sent to the Head teacher and Senior Leadership Team for encouragement and recognition.
- Postcards home
- End of half term class treat time
- Classes with the best weekly attendance receive the weekly Attendance Cup.

Involving Parents

Parents are invited to participate in our approach of positive behaviour by writing to us if their child has, in a family situation, been worthy of public recognition at school. They, in turn, are informed by a special postcard through the post if their child has achieved outstanding work or much improved attitude or if they have demonstrated their high commitment to our core values.

11. Sanctions -Our approach to negative behaviour

The majority of our children are well behaved but we must address any negative issues that occur. Children are made aware that their behaviour choices may have consequences. They are rewarded for good behaviour but equally there has to be sanctions for negative behaviour that is deemed consistent. The school community has identified different categories of misdemeanour, and appropriate sanctions have been matched to these categories (**see Appendix 1 - Sanctions for Misconduct**).

Sanctions are applied fairly and consistently to all pupils, according to the agreed 'staged' approach, and within a context of positive reinforcement of good behaviour.

Time Out Sessions

Children receiving a time-out session miss part of their lunchtime play and instead will sit with a senior member of staff and to discuss what has happened. They complete a Behaviour Reflection Sheet to record

what they have done, the impact on others and what they could have done differently, and are reminded of the Code of Conduct and our values. Time-out sessions are only issued by the Senior Leadership Team.

The school's Code of Conduct and Values apply to all activities within the school including out of class activities. This includes Breakfast Club and After-School Activities as well as membership of sports teams and clubs representing the school.

Missed Playtimes

In circumstances of serious misconduct, a child may have to miss playtimes and lunchtimes for a fixed period of time. The child will spend playtimes and lunchtimes with a member of the Senior Leadership Team. Parents will be informed during a meeting with DHT, to discuss the incident resulting in the period of missed playtimes.

12. Exclusions

Fixed Term Exclusion: In extreme circumstances, the decision may be taken by the Headteacher, after consultation with Senior Leaders, to exclude a child for a fixed period of time. Governors will be informed and parents will be asked to attend a return to school meeting, on the child's return with the Headteacher and Deputy, to establish clear guidance for the future.

Permanent Exclusion: As the very last resort, the decision may be taken by the Headteacher, after consultation with Senior Leaders, to permanently exclude a child. Procedures for exclusion will be followed in line with Exclusion from Maintained Schools, Academies and Pupil Referral Units in England (September 2017).

In all cases of exclusion, a clear code of practice will be followed, as set out in guidance found at:

<https://www.gov.uk/government/publications/school-exclusion>.

13. Behaviour Support Programme

A Behaviour Support Programme will automatically be set up for any child who has had fixed term exclusion or who is at risk of failure through school disaffection.

The Behaviour Support Programme aims to support children whose needs may not be met by the common approach of the school. The programme seeks to provide guidelines, systems, sanctions and rewards, agreed by the class teacher, Headteacher or Deputy Headteacher and Inclusion Manager to support the child. The programmes will be agreed with parents, and from this agreement, a Behaviour Support Plan will be created. The Behaviour Support Plans will reflect appropriate strategies to meet the child's additional needs. Parents will be regularly informed of progress, and outside agencies such as the Behaviour Support Service will be involved as appropriate

14. Personal Contact

The following is deemed appropriate for the staff and pupils at Galliard:

- Comforting and consoling distressed children where appropriate and in a clear and open manner.
- Removing a child from danger or from hurting another child may mean that the child needs to be safe-held by a trained member of staff (See Use of Reasonable Force Policy).
- Helping a child to change clothing i.e. a young child for P.E. or a child who has become unwell and needs changing.
- Resuscitation or other life-saving procedures.

15. Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with unacceptable behaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school will co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of poor behaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Our approach to anticipating and removing triggers:

- Short, planned movement breaks for SEND pupils who find it difficult to sit still for long
- Adjusting seating plans to allow pupils with visual or hearing impairment to sit in sight of the teacher
- Training for staff in understanding conditions such as autism,
- Use of the nurture classroom or 'My Space' where pupils can be supported in regulating their emotions

Involving parents

Parents/carers will be kept informed if their child's behaviour is showing cause for concern and when there has been improvement. In Key Stage 2 they are informed by text message if their child has received a time-out session. If a child receives three time-out sessions in one half term their parents or carers will be contacted by a Deputy Head, to discuss their child's behaviour and steps put in place to support improvement.

Pupils consistently showing a lack of respect for adults, aggression to peers through bullying or intimidation or through racist or discriminatory behaviour will be sanctioned through fixed term missed playtimes. Parents

are informed of this and asked to attend a meeting with a DHT to discuss incidents of unacceptable behaviour that they need to be aware of and strategies to support improvement. In some cases, the removal of permission to attend out of class activities may occur, this includes representing the school in sporting and other events.

All children and their parents/carers sign an agreement regarding responsibilities and behaviour at our after-school clubs. If this is broken the school reserves the right to withdraw permission to attend. Parents will be informed and strategies set up to support appropriate behaviour.

If pupils behave inappropriately outside school and the school is informed, the Headteacher will immediately inform the parents and carers and ways to avoid this in the future will be discussed with them. For serious incidents where the pupil's own or others' safety is at risk or damage is incurred the Safer Neighbourhood Team may be involved.

16. Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police. If a decision is made to report to the police, a member of the Senior Leadership Team will make the report.

17. Mobile phones

Parental permission will be needed for pupils to bring their mobile phones to school. On arrival to school they must hand their mobile phone to their class teacher and it will be stored safely in the school office and collected at the end of the day. Pupils are not allowed to have their phones with them at any time, during the school day.

18. Pupil Supervision at Lunchtimes

The responsibility of supervising the children during the lunch period lies with the Senior Leadership Team, Lunchtime Support Staff Play Leaders. A range of play activities are supervised by a team of Play Leaders. In addition to this, a range of lunchtime clubs are timetabled for children to attend with a friend.

'My Space' is a place where those children who find the lunch break difficult for a variety of reasons, can go. There is always a member of staff from the Behaviour Team present and the children learn social skills such as taking turns and following rules, through play. Children may be required to attend My Space sessions alongside others who choose to go, because it is fun.

Play Leaders will make a referral to the Senior Leadership Team for serious incidence of behaviour.

19. Managing Behaviour in Early Years Foundation Stage

In our Early Years Foundation Stage, we believe that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their

behaviour (see the EYFS Behaviour Management Document that outlines how behaviour is managed Early years Foundation Stage).

20. Home School Agreement

When a pupil joins the school s/he, his or her parent or carer and the Headteacher sign a Home School Agreement. This outlines the responsibilities of all parties in supporting learning and appropriate behaviour while at Galliard Primary School.

Effective partnerships with parents and their involvement is key to ensuring behaviour management is successful. As a school we expect parents to support the school's ethos regarding behaviour and the use of social media.

We strive to develop effective partnerships with parents that involve joint planning and decision making, regular communication and additional support where identified. If the need should arise, parents and carers will be informed formally of the need for fixed term or permanent exclusion.

21. Attendance

Unauthorised absence is questioned and followed up by the schools Education Welfare Officer and the Attendance Officer. Parents are called into school to explain their child's frequent absences and to be told of the legal implications of failure to ensure their child attends school regularly and on time. The Family Worker supports those parents/carers whose circumstances make it difficult at times to get their children to school or collect them on time. Excellent attendance is rewarded at the end of the year by a certificate and a prize and an Attendance Cup is awarded weekly to the class with the best attendance.

22. Roles and Responsibilities

Monitoring and Review

The Governing Board

The Governing Board is responsible for monitoring this behaviour policy's effectiveness and hold the headteacher to account for its implementation.

The Headteacher

The headteacher is responsible for reviewing and approving this behaviour policy. The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour

- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents in the class Behaviour Book

The Senior Leadership team will support staff in responding to behaviour incidents

This policy will be reviewed on an annual basis by pupils and staff. Parents and carers are then informed of changes before it is published on the school's website. (School Information (England) Regulations 2008)

23. Equal Opportunities

We have an Equal Opportunities Policy which underpins all our other guidelines and policies. We actively oppose racism, sexism and other discriminatory behaviour and aim to promote respect for others. Parents will be informed immediately if their child makes a racist or other discriminatory comment or displays any other form of racist behaviour. All incidents will be recorded and school governors informed of serious harassment.

24. Incidents involving drugs or other harmful substances

The school has an anti-drug policy which reflects the interests of the whole school community. Advice from the local Drug Action Team will be sought following any incident in order to help support any pupil involved. (See PSHE policy).

25. Links with other policies

This policy is linked to the following policies:

- Child Protection and Safeguarding Policy
- Online Safety Policy
- Use of Reasonable Force Policy
- Equal Opportunities Policy
- PHSE Policy
- Early Years Behaviour Management

Appendix 1

Sanctions for misconduct

Behaviour Chart for UKS2

March 2022

UKS2	Sanction 1	Sanction 2	Sanction 3	Sanction 4
CAT A <ul style="list-style-type: none"> Calling out/interrupting Talking when teacher is talking/in line/during assembly Distracting others from their work 	Warning, name on board	2 nd Warning	Sent to paired class for 5 mins in parallel year group	Sent to Mrs Middleton – 25 min T/O issued, text sent home
CAT B <ul style="list-style-type: none"> Being out of seat without permission Throwing things in the classroom Wandering in either the classroom, corridors or toilets 	Warning, name on board	Sent to paired class for 5 mins in parallel year group	Sent to Mrs Middleton – 25 min T/O issued, text sent home	After 3 T/O issued reported to DHT and parents to be contacted by telephone.
CAT C <ul style="list-style-type: none"> Interfering with other children's equipment, pencil case etc. Not telling the truth Wasting your time and other children's time 	Warning, name on board	Sent to paired class for 5 mins in parallel year group	Sent to Mrs Middleton 25 mins T/O given and text message sent home	After 3 T/O issued reported to DHT and parents to be contacted by telephone.
CAT D <ul style="list-style-type: none"> Fighting-including pinching, slapping, kicking, hitting, biting, spitting, or throwing things at someone Disrespect of other children - name calling, inappropriate gestures Disrespecting adults – staff and or visitors to the school including arguing back, and refusing to carry out set tasks. Disrespecting others' families Leaving the classroom without permission Purposely breaking or defacing school property 	Sent to Mrs Middleton 25 mins T/O given and text message sent home.	After 3 T/O issued reported to DHT and parents to be contacted by telephone.	Sent to Mrs Clifford Parents will be contacted and parents may be asked to attend a meeting	
CAT E <ul style="list-style-type: none"> Any form of child-onchild abuse Bullying and intimidation, including joining in with this behaviour or ganging up Online bullying or intimidation Stealing 	Sent to a member of the Headship Team or DSL where relevant, parents will be	Temporary or period of missed playtimes may be initiated and representative roles suspended for duration of exclusion (House Captains, School Council Reps, Sports Teams)		

<ul style="list-style-type: none"> Purposely hurting another pupil or a member of staff Endangering your own, or other people's health and safety Racist, sexist and other discriminatory remarks 	contacted by telephone by Mrs Clifford, Mrs Benjamin or Miss James. Report card started- to be seen daily HT or DHT	
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Be kind, safe and responsible

Behaviour Chart for LKS2 March 2022

LKS2	Sanction 1	Sanction 2	Sanction 3	Sanction 4
CAT A <ul style="list-style-type: none"> Calling out/interrupting Talking when teacher is talking/in line/during assembly Distracting others from their work 	Warning, name on board	2 nd Warning	Sent to paired class for 5 mins in parallel year group	Sent to Mrs Pastirmacioglu – Y3 10 min T/O issued, Y4 20 mins T/O issued, text sent home
CAT B <ul style="list-style-type: none"> Being out of seat without permission Throwing things in the classroom Wandering in either the classroom, corridors or toilets 	Warning, name on board	Sent to paired class for 5 mins in parallel year group	Sent to Mrs Pastirmacioglu – Y3 10 min T/O issued, Y4 20 mins T/O issued, text sent home	After 3 T/O issued reported to DHT and parents to be contacted by telephone
CAT C <ul style="list-style-type: none"> Interfering with other children's equipment, pencil case etc. Not telling the truth Wasting your time and other children's time 	Warning, name on board	Sent to paired class for 5 mins in parallel year group	Sent to Mrs Pastirmacioglu – Y3 10 min T/O issued, Y4 20 mins T/O issued, text sent home	After 3 T/O issued reported to DHT and parents to be contacted by telephone.
CAT D <ul style="list-style-type: none"> Fighting-including pinching, slapping, kicking, hitting, biting, spitting, or throwing things at someone Disrespect of other children - name calling, swearing, inappropriate gestures Disrespecting adults – staff and or visitors to the school including arguing back, and refusing to carry out set tasks. Disrespecting others' families Leaving the classroom without permission 	Sent to Mrs Pastirmacioglu – Y3 10 min T/O issued, Y4 20 mins T/O issued, text sent home	After 3 T/O issued reported to DHT and parents to be contacted by telephone.	Sent to Mrs Clifford Parents will be contacted and parents may be asked to attend a meeting	

<ul style="list-style-type: none"> Purposely breaking or defacing school property 		Behaviour Report card started.		
CAT E <ul style="list-style-type: none"> Any form of child-onchild abuse Bullying and intimidation, including joining in with this behaviour or ganging up Online bullying or intimidation Stealing Purposely hurting another pupil or a member of staff Endangering your own, or other people's health and safety Racist, sexist and other discriminatory remarks 	Sent to a member of the Headship Team or DSL where relevant, parents will be contacted by telephone by Mrs Clifford, Mrs Benjamin or Miss James. Report card started- to be seen daily HT or DHT	Temporary or period of missed playtimes may be initiated and representative roles suspended for duration of exclusion (House Captains, School Council Reps, Sports Teams)		

Be kind, safe and responsible

Behaviour Chart for KS1

March 2022

UKS2	Sanction 1	Sanction 2	Sanction 3	Sanction 4
CAT A <ul style="list-style-type: none"> Calling out/interrupting Talking when teacher is talking/in class/in line Distracting others from their work, including turning around to talk to others behind you 	Warning,	2 nd Warning	3rd Warning recorded in class behaviour book and a playground time-out	Sent to Mrs Conway
CAT B <ul style="list-style-type: none"> Throwing things in the classroom Being in the school at break times without permission Wandering in either the classroom, corridors or toilets Wasting your time and other children's time 	Warning,	2 nd Warning	3rd Warning recorded in class behaviour book playground time-out	Sent to Mrs Conway
CAT C <ul style="list-style-type: none"> Interfering with other children's belongings Disrespecting other children- name calling, swearing, inappropriate gestures 	Warning,	2 nd Warning,	3rd Warning recorded in class behaviour book playground time-out	Sent to Mrs Conway

<ul style="list-style-type: none"> • Not telling the truth 				
CAT D <ul style="list-style-type: none"> • Fighting-including pinching, slapping, kicking, hitting, biting, spitting, or throwing things at someone • Disrespecting adults – staff and or visitors to the school including arguing back, and refusing to carry out set tasks. • Disrespecting others’ families • Leaving the classroom without permission • Purposely breaking or defacing school property 	Recorded in behaviour book, playground time-out	Recorded in behaviour book, behaviour chart started playground time-out	Sent to Mrs Conway playground time-out	Sent to Mrs Conway Discussed with parents
CAT E <ul style="list-style-type: none"> • Any form of child-onchild abuse • Bullying and intimidation, including joining in with this behaviour or ganging up • Stealing • Purposely hurting another pupil or a member of staff • Endangering your own, or other people’s health and safety • Racist, sexist and other discriminatory remarks 	Sent to Mrs Clifford or DSL, where relevant. Parents will be contacted and invited in to see Mrs Clifford or Mrs Conway			

Be kind, safe and responsible

Appendix 2

Rewards System

These are taught at the beginning of the year and referred to frequently. Staff reward the positive effort and achievement of individuals and groups for behaviour and work.

Rewards for Good Behaviour

1. Early Years and Key Stage One: These can include:

- Praise and approval from adults or peers
- Stickers, badges, certificates
- Allowed to show senior staff their work
- Good work on display in classroom, corridor
- Awarding stickers for good dining room behaviour
- Special person of the day/week
- Weekly achievement assembly

2. Key Stage Two: These can include:

- Stickers, certificates, charts
- Class certificates
- Class points collected and reported in assembly
- Weekly achievement assembly
- Termly certificates
- Special monitor jobs
- These strategies are adaptable and can be altered/added to on a regular basis

Reward System

In addition, there is a reward system that recognises both achievement and good behaviour. Initially children can strive to win merit stickers for either academic effort or good behaviour and these will be recorded on a chart which is issued to each class teacher at the beginning of the academic year. If a child earns a merit sticker from a teacher other than their class teacher, then this can be added to the class behaviour chart. Children receive badges according to the number of merit stickers they have been awarded and their badges are worn on their school uniforms for others to see. When a child has a badge, it is entered into the corresponding coloured book, e.g., Yellow badge into Yellow Book etc.

18 stickers = Yellow Badge

36 stickers = Silver Badge

54 stickers = Gold Badge

72 stickers = Ruby Badge

90 stickers = Diamond Badge

108 stickers = Headteacher's award for excellence

126 stickers = Governor's Award

The award system will start afresh each academic year and over the course of a year most pupils should be capable of earning a yellow badge at the very minimum.

Appendix 3

Time Out Reflection Form

Time Out Reflection Form

Date: _____

My name is: _____ My class is: _____

What happened?

Who was affected?

How were they affected? What were you/they thinking about?

What do you need to do to make it right? – How do you feel now?

What will you do differently next time? Think about *being kind, safe, responsible*

Signed _____

GALLIARD PRIMARY SCHOOL

HOME SCHOOL AGREEMENT

1. THE PARENT / CARERS

I / We will try to: -

- Work with the school in helping my/our child to develop a positive attitude and the values that will support them to succeed in school and as an adult and good citizen in later life.
- Get to know about my/our child's life at school.
- Attend Termly Parents' Meetings and discussions about my/our child's progress.
- Support my/our child with homework and other opportunities for home learning.
- See that my/our child goes to school regularly, on time, in full school uniform and properly equipped for all lessons including PE.
- Not take holidays during school time and explain all absences by telephone and letter.
- Contact the school if there is a complaint or a concern and to deal with it calmly using the procedures in a proper way.
- Let the school know about any concerns or problems that might affect my/our child's work or behaviour.
- Support the school's policies and guidelines for positive behaviour and help my/our child keep to the school rules.

2. THE PUPIL:

I shall try to: -

- Do my best in all my work so that I make progress.
- Ensure that my behaviour does not stop the learning of others.
- Do all my classwork and homework as well as I can.
- Be polite, helpful and respectful to other pupils.
- Attend school regularly and on time.
- Keep the school free from litter and look after the school equipment and environment.
- Wear school uniform and be tidy in appearance.
- Bring all the equipment I need every day.
- Make my way to class immediately at the end of playtime and lunchtime.
- Keep the school rules, the school's Code of Conduct 'Be kind, Be safe, Be responsible' and the School Values.
- Tell an adult if I have a problem.
- Be the best that I can be at all times.

4. THE SCHOOL

The school will: -

- Ensure all families feel welcome and are able to join in the life of the school.
- Ensure that your child achieves his/her potential as a valued member of the school community.
- Care for your child's safety and happiness.
- Encourage your child to do their best at all times.
- Ensure your child makes good progress year on year.
- Discuss with you different ways of working if your child does not make expected progress.
- Provide a stimulating curriculum (which includes the National Curriculum) which will meet the individual needs of your child and keep you informed about what your child is learning.
- Set appropriate homework.
- Arrange Termly Parents' Meetings during which progress will be discussed and send home a school report each year.
- Encourage your child to take care of their surroundings and other people
- Contact parents if there is a problem with attendance, punctuality or equipment.
- Let you know about any concerns or problems that affect your child's work or behaviour (the school has agreed Behaviour and Anti-Bullying Policy).
- Keep you informed about school activities through sending home regular letters, newsletters and through the school website.
- Provide access to procedures for dealing with complaints.

Signed..... (Parent / Carer)

Signed..... (Child)

Signed..... (Class teacher)

Signed..... (Headteacher)

Appendix 5

Behaviour Management in Early Years Foundation Stage

At Galliard Primary School Early Years Foundation Stage we believe that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. We understand that every child is unique and is constantly learning to be resilient and confident. The practitioners in the setting support children to develop these skills to be able to negotiate disagreements and misunderstandings appropriately.

Practitioners build positive relationships with the children and support them to build positive relationships of their own. Whilst playing with or alongside the children the practitioners' model appropriate ways of interacting and playing and highlight the school's code of conduct 'be kind, be safe, be responsible'. In the event of any conflict the practitioners are there to support the children to make the right choices and talk about right and wrong.

When Foundation Stage children behave inappropriately we recognise that strategies for supporting them will need to be developmentally appropriate. Often young children are unable to regulate their own emotions, such as fear, anger or distress. Practitioners support children to show an understanding of their own feelings and those of others, so they can begin to regulate their behaviour accordingly.

Our staff use positive strategies for handling any inappropriate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions may include acknowledgement of feelings, explanation as to what was not acceptable and supporting children to gain control of their feelings so that they can learn a more appropriate response. Using these strategies children will learn to wait for what they want and control their immediate impulses when appropriate.

If a child demonstrates consistent inappropriate behaviour, then the strategy of thinking time is used to give the child the opportunity to reflect on the incident before being re-introduced into the group. A practitioner will also discuss the incident with the child to develop their understanding. In the event of physical violent behaviour either the child who is causing harm or the children around that child will be moved from the situation. If a child has been hurt by another child a member of staff will speak to both families involved.

We will work together with the family to support the child who has lashed out so that there is consistency and the boundaries are clear. We will talk to the other child about talking to an adult when they have been hurt. If a child has on-going behavioural difficulties a book will be kept with the incidents written in it.

We do not engage in negative responses to a young child's anger. Most children respond to cuddling to calm them down and we also offer them an explanation and discuss the incident with them to their level of understanding. We then help them to understand the outcomes of their actions and support them in learning how to cope more appropriately. We do not shout or raise our voices in a threatening way to respond to children's inappropriate behaviour.