

## **Aims and school ethos**

It is the aim of this policy document to demonstrate how the school fosters and maintains a sense of community and the good behaviour of its pupils. This is achieved by:

- Encouraging a whole school approach to behaviour and discipline
- Helping staff to manage pupil behaviour effectively
- Helping the school to promote pupils' respect for others
- Promoting firm action against all forms of bullying
- Promoting an equality of opportunity for all

It is the policy of the school to encourage good behaviour rather than simply sanction inappropriate behaviour. Nevertheless, all behaviours will be responded to in an appropriate way.

Spon Gate recognises the need to ensure a consistency of response to unacceptable behaviour irrespective of the gender, ethnicity or social background of the individual involved. The school also recognises the importance of encouraging parental support and responsibility in the maintenance of good behaviour.

As a staff, we believe that the prevention of situations where physical restraint is used is always preferable. Staff have undertaken Team Teach training, which emphasises the importance of de-escalation to reduce the need for physical restraint.

## **Our Golden Rules**

There are six Golden Rules that children must follow whilst at school. Keeping the Golden Rules creates a reward time each week for children to take part in a range of activities. Equally, if children break the Golden Rules, some of their Golden Time may be removed as a consequence.

The six Golden Rules are:

- Do be gentle (don't hurt anybody)
- Do be kind and helpful (don't hurt people's feelings)
- Do listen to people (don't interrupt)
- Do be honest (don't cover up the truth)
- Do work hard (don't waste time)
- Do look after property (don't waste or damage things)

## **Rewards for good behaviour**

### **Golden Tickets**

Children can win a Golden Ticket for any positive learning behaviours or conduct. The might include:

- Remembering to use good manners (please, thank you, holding open a door, etc.)
- Readiness to learn (returning to the carpet quickly, following an instruction quickly, etc.)
- Demonstrating behaviours that have previously been difficult
- Doing something they would not normally do (eating all of their dinner, putting their hand up in class, etc.)

Golden Tickets are the hook when encouraging good behaviour and should be awarded very publically and with regularity. It is important that these are issued to children who regularly demonstrate good behaviours as well as those who find compliance more difficult.

Each week there are two draws – one in each class and one in assembly. The children drawn at random in assembly can then select a prize from the treasure chest. The class winners will also choose a prize.

### **Star of the week**

Each week, one child from each class is nominated for outstanding attitude towards learning and behaviour to be star of the week. The children nominated are given a badge to wear and their photographs are displayed in the school.

### **Star of the term assemblies**

At the end of each term, class teachers select one child who is presented by the teacher to the whole school as their star of the term. They are awarded a certificate and a prize. This assembly also provides an opportunity to give awards for good attendance throughout the term and, in July, for good attendance throughout the year.

### **Golden Time**

All children start the week with 45 minutes of Golden Time (Fridays, 2.00 – 2.45pm). Activities available during Golden Time should be high value and engage children. For children in KS1, these activities will be class-based. Children in KS2 can select a Golden Time zone to attend. Losing Golden Time, in 5 minute blocks, is one of the stepped sanctions available to class teachers. Children should not ordinarily lose more than 10 minutes in a given week, except in exceptional circumstances. Where children are regularly losing significant periods of Golden Time, alternative strategies must be implemented, linked to an Individual Intervention Plan if appropriate.

Children should never lose Golden Time for things that are not in their control, for example forgetting their PE kit or not returning homework. Where children have lost Golden Time, they must be provided with opportunities to earn this time back, by demonstrating good behaviours linked to the Golden Rules.

## **Sanctions for inappropriate behaviour**

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| Step 1 | Verbal warning (with reference to the Golden Rule that is being broken)   |
| Step 2 | Written warning (name written on whiteboard. This should be removed at the next natural break if the child has complied with the rules) |
| Step 3 | Loss of 5 minutes of Golden Time  |
| Step 4 | Moved to a separate table for an agreed amount of time  |
| Step 5 | Kept in at break or dinner for a maximum of 10 minutes with the teacher to complete their work  |
| Step 6 | Escalated to a member of the leadership team  |

There are only a few instances where children bypass the stepped approach. These would include verbal or physical aggression, racist or homophobic behaviour or behaviour that puts the child or others in danger. Where these behaviours take place, a member of the leadership team must be informed. In all other cases, children must be given the opportunity to modify their behaviour.

## **Children with Special Educational Needs**

For some children, behaving appropriately is very challenging and they will need support that is additional to the general rewards and sanctions. It may be necessary for an Individual Intervention Plan to be established in such cases. Some children may also need specialist interventions. Our team of learning mentors undertake direct work with identified children.

Additionally, the school utilises the Learning and Well-Being Service and the Educational Psychology Service for children requiring external agency support.

## **Behaviour at playtime and lunchtime**

Inappropriate behaviour on the playground should be managed with a clear verbal warning. If a child continues to behave inappropriately, or is at risk of hurting themselves or others, they should stay with one of the adults on duty on the playground. Where children's behaviour is dangerous, or persistently challenging, they may lose the right to play outside with their peers for a fixed period of time.

Lunchtime supervisors are able to encourage good behaviour with the use of stickers and a weekly lunchtime star.

## **Physical intervention**

Whilst all staff are trained in the Team Teach method of restraint, physical intervention should be used as a last resort. Adults should attempt to de-escalate the situation or ignore the behaviour if appropriate. It may be necessary to lead the rest of the class away from the situation if it is becoming potentially dangerous.

There may be situations where physical intervention is required. A member of staff who has been Team Teach trained may use positive handling to:

- Prevent a child from hurting themselves or others
- Prevent a child from damaging property
- Prevent a child from absconding
- Prevent behaviours that put others at risk of harm

Where possible, a member of the leadership should be sent for to support the situation.

Following any physical intervention, staff involved will need to complete a Positive Handling log, located in the Headteacher's office. Parents should also be informed. It may be necessary to undertake a risk assessment for a child who regularly displays aggressive or harmful behaviours.

## **Fixed-term and permanent exclusions**

We do not wish to exclude any pupil from school. However, there may be occasions where this is necessary.

Only the Headteacher or Acting Headteacher has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, up to 45 days in any one school year. In extreme and exceptional circumstances the Headteacher may exclude a child permanently. When a child is excluded, parents are informed immediately and reasons for the exclusion are provided. Parents are also given information on their right to appeal and their duty to ensure that the child is not present in public during school hours for the duration of the exclusion.

## **Reasons for exclusions**

This following list provides descriptors of reasons for exclusions. The categories should cover the main reasons for exclusions and the 'other' category should be used sparingly. The further

detail suggesting what the descriptors cover should be used as a guide and this list is not intended to be used as a tick-list for exclusions.

<p><b>Physical assault against pupil</b> Includes:</p> <ul style="list-style-type: none"> <li>• Fighting</li> <li>• Violent behaviour</li> <li>• Wounding</li> <li>• Obstruction and jostling</li> </ul>	<p><b>Physical assault against adult</b> Includes:</p> <ul style="list-style-type: none"> <li>• Violent behaviour</li> <li>• Wounding</li> <li>• Obstruction and jostling</li> </ul>
<p><b>Verbal abuse / threatening behaviour against pupil</b> Includes:</p> <ul style="list-style-type: none"> <li>• Threatened violence</li> <li>• Aggressive behaviour</li> <li>• Swearing</li> <li>• Homophobic abuse and harassment</li> <li>• Verbal intimidation</li> <li>• Carrying an offensive weapon</li> </ul>	<p><b>Verbal abuse / threatening behaviour against adult</b> Includes:</p> <ul style="list-style-type: none"> <li>• Threatened violence</li> <li>• Aggressive behaviour</li> <li>• Swearing</li> <li>• Homophobic abuse and harassment</li> <li>• Verbal intimidation</li> <li>• Carrying an offensive weapon</li> </ul>
<p><b>Bullying</b> Includes:</p> <ul style="list-style-type: none"> <li>• Verbal bullying</li> <li>• Physical bullying</li> <li>• Homophobic bullying</li> <li>• Racist bullying</li> </ul>	<p><b>Racist abuse</b> Includes:</p> <ul style="list-style-type: none"> <li>• Racist taunting and harassment</li> <li>• Derogatory racist statements</li> <li>• Swearing that can be attributed to racist characteristics</li> <li>• Racist bullying</li> <li>• Racist graffiti</li> </ul>
<p><b>Sexual misconduct</b> Includes:</p> <ul style="list-style-type: none"> <li>• Sexual abuse</li> <li>• Sexual assault</li> <li>• Sexual harassment</li> <li>• Lewd behaviour</li> <li>• Sexual bullying</li> <li>• Sexual graffiti</li> </ul>	<p><b>Drug and alcohol related</b> Includes:</p> <ul style="list-style-type: none"> <li>• Possession of illegal drugs</li> <li>• Inappropriate use of prescribed drugs</li> <li>• Drug dealing</li> <li>• Smoking</li> <li>• Alcohol abuse</li> <li>• Substance abuse</li> </ul>
<p><b>Damage</b> Includes:</p> <ul style="list-style-type: none"> <li>• Damage to school or personal property belonging to any member of the school community</li> <li>• Vandalism</li> <li>• Arson</li> <li>• Graffiti</li> </ul>	<p><b>Theft</b> Includes:</p> <ul style="list-style-type: none"> <li>• Stealing school property</li> <li>• Stealing personal property (pupil or adult)</li> <li>• Stealing from local shops on a school outing</li> <li>• Selling and dealing in stolen property</li> </ul>
<p><b>Persistent disruptive behaviour</b> Includes:</p> <ul style="list-style-type: none"> <li>• Challenging behaviour</li> <li>• Disobedience</li> <li>• Persistent violation of school rules</li> </ul>	<p><b>Other</b> Includes:</p> <ul style="list-style-type: none"> <li>• Incidents which are not covered by the categories above, but this category should be used sparingly</li> </ul>