

BEHAVIOUR PROCEDURES Version 5 October 2020

Classroom Environments

Classrooms

(Refer to the 'Learning Environment Expectations at Garfield' and 'Conditions for Learning Checklist')

Staff and pupils should work collaboratively to develop a positive classroom ethos. It is important that there is a level of consistency throughout the school so that staff and pupils can develop a system for creating an environment where everyone is listened to and encouraged and where respect and support are offered to all. Creating the best learning environment can contribute significantly to positive behaviour. The link between educational failure and behaviour problems is well-known. Behaviour should be viewed as the child's response to the environment and a means of communicating a need. The behaviour and the environment should be the first focus for intervention and change rather than the child. Positive behaviour raises standards of learning. An effective learning environment will help all children reach their full potential.

Pupils within the Foundation Stage begin this process which then provides the structure for further development within KS1 and KS2. Systems for developing a positive classroom ethos should include:

Highly Organised Classroom Environment

In order for children to be clear of what is expected of them and a means to promoting positive behaviour in the classroom, teachers need to ensure that classrooms are appropriately organised to enable children to work independently and to be able to take responsibility for the environment in which they work. This will include ensuring that routines are quickly established and followed consistently. Resources are labelled and organised effectively and high expectations are always maintained.

Responsibilities

Within each class children should be given areas of responsibility eg pencils, book corner, register, lunch crates etc. There should be rotas displayed in class and there should be some agreement on how long the responsibilities are for.

Garfield Vision and Values

These should be displayed in every class so that staff and children can refer to them. They should be at the centre of class rules which are written together at the beginning of the year.

Groupings

How children are seated within the classroom will greatly influence the behaviour of the whole class. Children need to be given the opportunity to work with different children throughout the week. Groupings within the class should include the following: ability, mixed ability, friendship groups, pairs, boy/girl, same sex and where possible, children new to English where possible should be given the opportunity to work with children who can speak in their mother tongue. It is important that the groupings are closely monitored by the teacher and adjusted if children are distracted from their work.

Circle Time, Co-operative Learning and Philosophy for Children P4C

These sessions should provide a structure for developing listening skills, enhancing self-esteem, promoting values, building a sense of team and developing social skills. Sessions should be held once a week and last for a maximum of an hour.

Mindful moments and Movement Breaks

These sessions should be included during the day where children need a short break during longer periods of learning.

Rewards

In school, children are always encouraged to behave positively and to try their best at all times. From KS1, the school has a whole school team point reward system. There are four teams (Air, Water, Earth and Fire) which children collect team points for each week. There are certificates for individuals each week and termly rewards for winning teams.

Garfield Vision and Values Document provides the basis for the teachings of values, attitudes to learning and behaviour throughout the school community. Staff send home postcards for each of the letters in GARFIELD when pupils demonstrate positive examples of the values and visions in class and around school.

Postcards sent home should be recorded and are then celebrated retrospectively fortnightly during Monday/Tuesday Garfield Values and Vision Assembly. Each term three of the letters will be the focus for staff to embed. (G-Grow, A- Achievement, R –Respect, F – Fun, I- Inspire, E- Everyone, L- Learning and D – Discovery)

Each fortnight a pupil will be chosen as the 'The Star of the Week' for outstanding effort and or behaviour. These awards will be celebrated fortnightly during Monday Star of the Week and Awards Assembly.

In addition to team points, class teacher may have other rewards which might include: praise, table of the week, special person, stickers, visits to the link senior or Headteacher, positive comments on work and certificates.

Each term cups are awarded to children for achievements in certain areas. (Shilling Cup for Reading, O'Hara Cup for the Arts, Chambi Cup for Homework, Pamela Cup of Kindness, Hornsey Trophy for Singing, Partridge Writing Cup and Sports Personality of the Term)

Year 5 and 6 children are peer mentors and sports leaders who support pupils and promote positive behaviour at lunchtime.

Sanctions

These should be followed in each classroom and be used when one of the Rules is broken. Teachers have a right to teach and children have a right to learn. Children who break school rules stop teachers from teaching and stop others and themselves from learning.

There are times in every classroom when children disrupt others. The school procedure begins when a child has been given a chance to correct their behaviour and has chosen not to do so. A record is kept in the class behaviour file by the class teachers of what level the child takes control of their own behaviour so that over time improvements can be seen. The following level and warning system should be started afresh each morning and each afternoon. Warnings cannot be taken back, but incentives and rewards can be used.

Any member of staff who works 1:1 or with groups of children should apply the behaviour policy and follow the procedures in the same way as class teachers.

Each classroom should have the school rules clearly displayed near a time out table. Unacceptable behaviour should be made explicit and the child continuously encouraged to consider their choices.

Levelled Warning System

Level 1 Warning - Strategies developed within the classroom. Examples include children 'calling out', disturbing others around them, deliberately not doing their work or being rude to others. Examples of things to say include: Telling the child quietly/politely that the procedure has begun, saying "This is a warning, you need to stop." Level 1 warnings are recorded on the Class Behaviour Monitoring Sheet. If the child will get 2 Level 1 warnings the next warning given takes them to Level 2 Warning.

Level 2 Warning – The child is moved to the isolation area within the classroom and reminded that "This behaviour is unacceptable". The child could complete a Level 2 Sheet and or then continues with their work. Time out here should be 5 – 10 minutes maximum. If a child is sent to the isolation areas 4 times or more during the week, they will have a lunchtime Reflection Time on a Wednesday or Friday. A Lunchtime reflection sheet should be completed and given to or details emailed to the teacher on reflection time duty. If the child gets 2 Level 2 warnings in a session, the next warning given takes them to Level 3 Warning.

Level 3 Warning – The child is sent to the class' agreed foster class. The child should be sent with some work to complete and accompanied by another sensible child or adult if necessary. The child should be quietly asked to sit at an empty space in the foster class for ONE session completing the work. It is the class teacher's responsibility to let parents know the child has missed a lesson from the class and the behaviour that led to this and this contact with parents should be recorded in the class behaviour file. The contact with the parent should either be orally or by letter. The child will get 1 warning. The next warning given takes them to Level 4 warning and referred to the senior teacher on duty.

Level 4 Warning – Violent behaviour, racism, using homophobic language, stealing, rudeness towards an adult, bullying, continuous swearing, continually disrupting learning and destroying school or others' property are totally unacceptable and it is automatically a Level 4 warning.

Children who get to level 4 because of an isolated serious incident or because they have not responded at level 3 are still choosing not to try and manage their own behaviour will be sent to the Senior Manager on Level 4 duty that day. They will stay with the Senior Manager who will investigate the incident and take appropriate action. The child's name is written in the Level 4 File and the parent will be told what has happened in a letter. If two letters are written in one half-term, this will result in a meeting with the child, parent, the link senior and possibly the classteacher. If three or more letters are written in one half-term this will result in an internal exclusions from class. Interventions from learning mentors will be put in place to prevent any further incidents. If a pupil is failing to respond to the support in place an exclusion might need to be considered by the headteacher.

Reflection Time

If pupils are continually receiving level 2 or 3 warnings over a period of a few days, the classteacher may feel the need to refer the pupil to the senior team for a reflection time will take place on Wednesday and Friday. The senior teacher will discuss strategies with the pupil to try and prevent any further warnings. If a pupil is regularly being referred to reflection time, it may be necessary to review how this could be prevented with the pupil, teacher, achievement leader and parent.

Exclusion

In more extreme cases, when all other avenues have been explored and exhausted, the Headteacher may decide to exclude a child for a fixed term (days or weeks) or permanently. This is an extremely serious step and the decision can only be taken by the Headteacher. If exclusion is made, the Director of Education, the Education Welfare Service, the Chair of Governors will be informed immediately. This action may be taken when for example :

- a child's behaviour has been seriously interfering with other children's learning over a period and the intervention of staff has not resolved the situation
- a child is repeatedly witnessed being racist or abusive or bullying other children
- a very serious incident occurs, causing a child or an adult to be hurt or serious damage to property
- a child is displaying uncontrollable behaviour and has become a danger to themselves and to others.

It is important to note that this is not an exhaustive list and it is at the Headteacher's discretion to exclude a pupil.

At this stage a 'Pastoral Support Plan' is necessary and it is completed in liaison with other professionals who work with the child.

Continual Serious Behaviour

When all viable systems have failed to bring about any significant improvement in a child's behaviour, an action plan needs to be developed to address the needs of the pupil. This will involve the class teacher, a senior member of staff and the family. Support should provide a system of 'time out' for either the child or the teacher. At this stage a 'Pupil Support Programme' is probably necessary. In some cases a risk assessment should also be completed. If necessary procedures for dealing with very challenging behaviour are available and some senior members of staff, 1:1 staff and learning mentors have been trained in the 'Approach Training' in order to deal with very challenging incidents.

School Procedures

Moving around the school

- At all times move quietly and safely around the school in a single file.
- Children need to be encouraged to behave with respect, courtesy, helpfulness and in a friendly manner at all times.
- All staff must make sure that everyone has left the room before they move around the school.

At the start of the day

- Teachers should go promptly to the playground to collect the pupils and then move into class as quickly as possible
- In KS1 and KS2 parents should be encouraged to say their 'goodbyes' to their child in the playground.
- Pupils should be encouraged to leave coat area tidy at all times.
- All clothes should be labelled and hung up when not in use.
- Registers should be or completed on line by 9:00am and in the afternoon. Late pupils should report to the office where their names will be put in the 'late book' (and the register amended). Concerns over children who are persistently late or absent should be reported to the office so that appropriate action can be taken.

Hometime

- Pupils should be dismissed at 3:15pm. (or allotted time, if changes to school timings made)
- KS2 pupils should be escorted to the playground and teachers should remain with their children in the specified area until they have all been collected or gone home.
- Year 1, Reception and Nursery pupils should be collected from the classroom door by an appropriate person at home time. Year 2 will be collected from the door near stairway two on the upper ground floor. (Reception Playground)
- If classes have had PE/Games at the end of the day they should change back into their uniform before going home.
- If children are not collected at the end of the day, they should be taken to the office and names given to the office staff member on duty.
- Children who are attending clubs should be taken to the hall where they should be left with an adult who is on duty until they are collected by the club leader.

Assembly

- Pupils should be led into the hall by their class teacher and leave in a single quiet file.
- When pupils are in the hall, they should be settled by their class teacher. This is particularly important when adults do not stay for the assembly. The classteacher and teaching assistant should sit either side of the class during assemblies to monitor their class.
- When in the hall, pupils should be expected to sit still and quietly.
- An adult should collect the pupils who should then leave the hall quietly in a single file and continue in this way until reaching their classroom/the playground.
- Teachers need to ensure that the line stays together and move around quickly. It is expected that children respect the need to be quiet in and near the areas used by other classes to ensure that their work is not disrupted.

Playground

Staff on duty should always be in the playground promptly to supervise pupils.

The playground is an extension of the classroom and the expectations and management of pupil behaviour is the same as within the classroom. To promote positive, enjoyable play times for both pupils and staff, a range of activities should be available in the playground. Staff should be actively involved in promoting and developing them and supervising equal access. In the Primary School playground there is an opportunity for the adults to scaffold social communication, and PSHE development.

If a child is displaying difficult behaviour, they should have time out near an adult for a fixed time. For serious incidents, either the learning mentor or the senior teacher on duty should be called.

Using the toilets, water fountains and medical room

Children must ask a member of staff on duty if they wish to go to the toilet, water fountains or the medical room. They use the toilets near the hall.

At the end of playtime, staff on duty should:

- wait for staff to arrive in the playground.
- blow the whistle
- pupils should find a space and stand still
- pupils should line up in class lines and wait to be led into school.

Wet playtimes

Staff should ensure that for wet playtimes, activities are provided for pupils and that the pupils are aware of what these are. This is particularly important for wet lunchtimes when

lunchtime supervisors are responsible for classes. Each class should have a wet play box with a range of games for pupils to share. They should be checked after use and stored safely. Clear guidelines should be displayed in class so that Lunchtime Supervisors are clear of the expectations.

- Each classroom should have a tray of scrap paper.
- Staff should ensure that resources such as glue, scissors etc. are only available if an adult is directly supervising an activity.
- Where possible children should be engaged in practical activities and only use the Interactive white board to support activities
- Staff on duty must position themselves so that they can see all the children in the classroom.

Lunchtime

Lunchtime Supervisors are responsible for the management of pupils at lunchtimes. Senior Team members are also on duty to support and monitor behaviour of pupils. AHT for Curriculum ensures the Lunchtime Supervisors are up to date with:

- pupils with medical needs: asthma, diabetes, epilepsy etc.
- pupils with permission to leave school during lunchtime.
- pupils who are causing concern related to their behaviour.
- pupils with particular dietary needs.

Supervisors should be actively involved in promoting positive playground behaviour by engaging children in a range of activities.

Dining room

Pupils from Reception and KS1 are taken directly to the dining room at their assigned time for lunch by their teachers who then stay with them until 12:00pm. All other classes are escorted by the lunchtime supervisors from the playground to the dining hall when the senior teacher on duty indicates they are ready.

School Council

School Council provides an opportunity for pupils to be actively involved in the process of decision-making and provides a forum for discussion and sharing throughout the school. Meetings are held half-termly and one representative per class attends, having been voted onto the council by their class. (Reception Representatives. join in the Summer Term)

Records and Monitoring

- All classes have a blue Behaviour File in their classroom which should be kept updated by the teacher on rewards and sanctions given to children in their class.
- A school record of postcards sent home, Star of the Week and Team Points are on the shared drive and are used by the senior team for assemblies
- The Senior Team keep records of Level 4 behaviours and physical intervention in a Blue File which is kept in the DHT Office. (Transferring to digital 2020-21)
- Records of Bullying, Racist Incidents, Homophobic Incidents and Reflection Times are also kept by the Senior Team in separate files which are kept in the DHT office.
- The Deputy Headteacher carries out an analysis of Level 4 Behaviours, Racist, Homophobic and Bullying Incidents each term.

Review

The Behaviour Policy Procedures is annually. This will provide an opportunity for staff to collectively amend the procedures and will ensure that they are known to new staff?