# GATTON PRIMARY SCHOOL BEHAVIOUR POLICY

## 1. Introduction

***In the Name of Allah the Most Kind the Most Merciful***

Praise belongs to Allah, Lord of the worlds, the All-Merciful, may His choicest blessings and peace be upon our beloved prophet Sallalaahu alayhi wasallam.

- Rasool sallal-laahu alayhi wasallam said "The best of you are those who have the best manners." (Bukhari and Muslim)
- Rasool sallal-laahu alayhi wasallam said, “The dearest to me amongst you is he who is the best of you in conduct”. (Bukhari)
- Rasool sallal-laahu alayhi wasallam said, “I have been sent to complete (the teaching of) good manners”. (Muwatta)
- Rasool sallal-laahu alayhi wasallam said, “Among the Muslims the most perfect as regards to his faith is one whose character is excellent”. (Tirmidhi)

**Principles**

The School’s policy on behaviour is based upon Islamic principles and the Sunnah of our beloved prophet (Sallalaahu alayhi wasallam). It is important to stress that good behaviour is a requirement and part of our faith. The purpose is to maintain a disciplined, respectful, fair, happy and safe environment where effective learning can take place and the Sunnah’s of our beloved prophet (SAW) are observed. We promote a caring atmosphere where everybody, regardless of race, gender, ability, or culture feels secure and valued. Our aim is to encourage pupils to put into practice that which they learn through good role models as well as in their Islamic Studies lessons. We base this on the advice of the Prophet (SAW):

***“None of you truly believes (in Islam) until he wishes for his brother what he wishes for himself”***

***(Bukhari and Muslim)***

We have high expectations of our pupils, not only in academic excellence but also in standards of behaviour, appearance and character, both inside and outside the school. We hope to equip our pupils with the skills to face the challenges of today’s changing world by encouraging communication, personal growth and confidence at all levels and a respect for all the creation of Allah. We aim to do this Insha Allah by maintaining close co-operation between the school, parents and the wider community. The Governing Body accepts this principle and seeks to create an environment in the school which encourages and reinforces good behaviour.

## 2. Aims and Objectives

- To promote a positive attitude to good behaviour and respect for others based on common values such as mutual trust and respect for all
- To help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community
- To prevent bullying among pupils
- To help pupils develop self-respect, self-control and accountability for their own behaviour

- To promote good relationships, so that people can work together with the common purpose of helping everyone to learn. This allows everyone to work together in an effective and considerate way
- To emphasise positive aspects of behaviour through a reward system
- To have clear sanctions for inappropriate behaviour
- At Gatton Primary the whole school works together to create a positive atmosphere, a sense of community and shared values. We have golden rules promoted by the whole school through assemblies, our PSHE curriculum and our everyday interactions
- Adults in the school should demonstrate exemplary and professional behaviour at all times as well as emphasise the importance of good character in Islam as they are also role modelling the desired behaviour for the children.

## 3. Gatton Golden Guide

- At Gatton Primary School, pupils are expected to follow the Gatton Golden Guide and Silver rules
- Pupils aim to adhere to Gatton's Golden Guide at all times
- The Gatton Golden Guide consists of:

    - We follow the teaching of the Qur'an and Sunnah
    - We are honest and respectful
    - We are kind, helpful and treat everyone fairly
    - We work hard and grow from our mistakes
    - We ask for help if we are upset or worried
    - We listen to hear
    - We follow the SMART online rules.

## 4. Gatton Silver Rules

Each class decides on their own rules, known as Silver Rules. The Gatton Golden Guide and Silver Rules are displayed in each classroom or learning space. Silver rules promote good behaviour relationships so that people can work together with the common purpose of helping everyone to learn according to their age range and learning ability.

## 5. Rewards

At Gatton Primary School we aim to reward and praise children for their good behaviour, efforts and achievements. This happens in a variety of ways such as:

- Verbal praise
- Stickers or stamps are used to recognise consistent good work, behaviour, to acknowledge outstanding effort or acts of kindness in school
- Showcasing and celebrating pupils' work through assemblies and display boards. We also inform parents via email, assemblies and newsletters
- Prefects will be selected from amongst pupils in Year 6
- Children are awarded with golden time on Fridays for both – EYFS, KS1 & KS2
- Every week, three children are nominated from each class and presented with a 'Star of the Week' certificate
- The class point system is used in classrooms to motivate children by providing positive feedback instantly, helping children to see and reflect on their progress over time. A certificate is given to the child who achieves the most class points each half term

- Table points, marbles, daily or weekly treats.

## 6. Levels of behaviour

| Champion! | Good to go! | Stage 1 | Stage 2 | Stage 3 |
|---|---|---|---|---|
| Helping/taking care of others | Following the school's Golden rules | Talking over others | Teasing other children | Physically harming someone intentionally |
| Extraordinary Effort | Following the Silver class rules and routines | Calling out | Talking back at the teacher | Throwing something at someone |
| Thoughtfulness | Taking turns | Distracting others | Damaging school property | Verbally threatening |
| Solve/prevent problems from escalating | Being kind | Rocking | Damaging other people's property | Blackmail and bullying |
| | Listening to others | Leaving seat without permission | Being rude to children or staff | Repeated defiance to or disrespecting staff |
| | Good manners | Running indoors | Play fights including any intentional harm | Swearing/ Use of inappropriate language |
| | Patience | Snatching/ Not sharing equipment | All physical contact such as hitting, slapping, kicking etc | Telling a lie |
| | Not giving up | Not trying our best | Intentional spitting | Vandalising |
| | Trying our best! | Disruption to learning | Consistently disrupting lessons | Stealing |
| | | | | Name calling (offensive) |
| | | | | Racism/ Islamophobia |
| | | | | Bullying |

| Levels of Behaviour | Rewards and Sanctions | Responsibility |
|---|---|---|
| **Champion!** | • Mention the reason for being a champion and award champion certficate for the day. | • Class teacher |
| **Good to Go!** | • Rewards awarded by the teacher – based on the school policy and own discretion. | • Teacher/TA/MMS |
| **Stage 1** | • Look<br>• Verbal warnings<br>• Opportunities to redeem<br>• Time out in class/chill out zone (5-10 minutes) | • Teacher/TA/MMS |
| **Stage 2** | • Miss part/full morning or afternoon break<br>• Complete Pupil Reflection Form<br>• Parents informed (at home time/phone call)<br>• Reflection time (10 minutes after school) | • Teacher<br>• Staff member completes Incident Record form and shares with the class teacher.<br>• Class teacher uploads the Incident Record Form (Appendix 1) onto CPOMS.<br>• Inform Phase Leader. |
| **Stage 3** | • Complete Pupil Reflection Form<br>• Reflection time outside the Headteacher's office<br>• Parents to be informed<br>• Withdrawn from extra-curricular clubs or activities<br>• Exclusion – including internal, half or full day and permanent. | • AHTs<br>• DHT/HT |

## 7. Special Educational Needs and Pupils with social, emotional and behavioural difficulties

Consideration with regard to sanctions will be given to children who have diagnosed medical conditions such as ASD, Asperger's Syndrome, or ADHD as they may exhibit extreme behaviour patterns.

It is recognised that some pupils may have difficulties managing and regulating their feelings and may require an Individual Behaviour Plan (Appendix 2).

A range of strategies may be used to support the pupil. These may include:

- Social stories
- Social skills interventions
- Feelings diary (see Appendix 5)
- Risk assessment
- Additional adult support
- Emotional Literacy Support Assistant (ELSA)

- Personalised timetable
- Learning breaks

## 8. External Agencies

Where pupils have on-going difficulties after receiving any additional support available in the school, the Inclusion Leader/Special Needs Co-ordinator (SENCo) will in agreement with parents, refer to outside agencies for additional advice and support, for example:

- Educational Psychology Services
- Children and Adults Mental Health Service (CAMHS)
- Victoria Drive Pupil Referral Unit
- Education Welfare Service
- Community Health Services
- Other Wandsworth Agencies

## 9. Sanctions

- Fixed-term and permanent exclusions
- Only the Headteacher (or the acting Head teacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this
- The school will investigate any incident of misbehaviour to establish the facts and come to a judgement of the most likely course of events
- If the Headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body through the school's complaints policy
- The Headteacher informs the governing body about any permanent exclusion and about any fixed-term exclusions beyond five days in any one term
- The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher
- The governing body considers any exclusion appeals made to it
- When the governing body or its appeals panel (if formed) meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and consider whether the pupil should be reinstated
- If the governors or their appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

## 10. The role of the class teacher

- It is the responsibility of each class teacher to ensure that the Gatton Golden Guide and Silver rules are enforced in their class, and that their class behaves in a responsible manner during lesson time and in and around the school
- The class teachers make daily use of the traffic light system displayed in the learning environment and apply rewards and sanctions on a routinely basis.
- The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work hard in all their lessons

- The class teacher should treat each child fairly and enforce the classroom rules consistently. The teacher treats all children in their class with respect and understanding
- If a child misbehaves repeatedly in class, the class teacher has the option of keeping a record of all such incidents in their class behaviour log. Stage 2 incidents must be logged onto CPOMS. The class teacher deals with incidents him/herself using the rewards and sanctions recommended by this policy.
- The class teacher reports to parents about the progress of each child in their class, in line with the whole–school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

## 11. The role of the Headteacher/ Deputy Head/ Inclusion Leader

- It is the responsibility of the Headteacher/ Deputy Head/Inclusion Leader, under the School Standards and Framework Act 1998, to implement the school Behaviour Policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head teacher to ensure the health, safety and welfare of all children in the school.
- The Headteacher/ Deputy Head/Inclusion Leader support the staff by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- The Headteacher/ Deputy Head/Inclusion Leader keep records of all reported serious incidents of misbehaviour.
- The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head teacher may permanently exclude a child. The Chair of Governors needs to be notified of all suspensions of more than 5 days.

## 12. The role of parents

- Parents are encouraged to keep us informed of any behavioural difficulties they may be experiencing at home. This includes any family problems or trauma which may affect their child's performance or behaviour at school e.g. a death in the family
- To act in a way that sets a good example to the children
- The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school
- The school rules are explained in this policy which is available on our school website and parents are expected to read these and support them
- Parents are encouraged to support their child's learning, and to co-operate with the school, as set out in the home–school agreement. We try to build a supportive dialogue between the home and the school, and parents are informed at an appropriate time if we have concerns about their child's welfare or behaviour
- Where needed the Headteacher, Deputy or Assistant Headteacher's may offer the option of an 'Individual Behaviour Plan' (Appendix 2). This is an intervention/ support plan where the school, parents and child discuss issues regarding behaviour that is causing concerns consistently. The purpose is to encourage the child to reflect on the moral dimension of their conduct. All parties need to agree on a plan of action. The idea is to give the child a sense of personal responsibility and that change in conduct is only effective when it is self-directed
- If the school has to use sanctions for a child, parents are expected to support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Phase leader. If the concern involves the Phase Leader, then parents should contact a member of the SLT team.

## 13. The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The governors support the Head teacher in carrying out these guidelines.

## 14. Monitoring

- The Headteacher monitors the effectiveness of this policy on a regular basis through termly behaviour reports produced by the Inclusion Leader. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements
- The school keeps records of incidents of misbehaviour. The class teacher and other adults retain records, both in and out of the classroom, on the 'Incident Report Form' (Appendix 1) which is saved and uploaded onto CPOMS. The Headteacher, Deputy Headteacher or Assistant Headteachers records those incidents where a child is sent to him/her on account of Stage 3 behaviour
- The Headteacher/Deputy Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded
- It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently
- The Assistant Headteachers/Inclusion Leader monitor the implementation of the IBPs (Appendix 2)
- The Inclusion Leader produces a termly summary report that includes an overview of the behaviour issues at the school and number of behaviour plans.

## 15. Review

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

APPENDIX 1 – Incident Record form

| | |
|---|---|
| **Date of Incident:** | **Time of Incident:** |
| **Report completed by:** | |
| **Type of Incident:** | |

| | | | |
|---|---|---|---|
| Behaviour/ Discipline | ☐ | E-Safety | ☐ |
| Welfare | ☐ | Health & Safety | ☐ |
| Bullying | ☐ | Prejudice | ☐ |
| Racist | ☐ | Other | ☐ |

| |
|---|
| **Names of people Involved (include class if applicable)** |
| |
| **Brief summary of incident** |
| (Please continue on a separate sheet of paper if required) |
| **Who have you shared this information with?** |
| **Action taken:** |

| | |
|---|---|
| **Staff Member:** | **Date:** |

APPENDIX 2 - Individual Behaviour Plan

**Gatton Primary School Individual Behaviour Plan**

| | | | |
|---|---|---|---|
| **Name** | | **Class** | |
| **My good behaviour SMART targets**<br>**(including resources & time scales)** | | | |
| **Agreed reward if I achieve my targets** | | | |
| **Agreed sanctions if I do not achieve my targets** | | | |

| | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
|---|---|---|---|---|---|
| **Session 1** | | | | | |
| **Session 2** | | | | | |
| **Session 3** | | | | | |
| **Session 4** | | | | | |
| **Session 5** | | | | | |
| **Date of Plan:** | | **Pupil Signed:** | | | |
| **Date of Review:** | | **Teacher/TA Signed:** | | | |

APPENDIX 3 – Pupil reflection form

| **Pupil Reflection Form** | |
|---|---|
| **Full Name and Class:** | |
| **Date incident took place:** | |
| **Time incident took place:** | |
| **Where the incident took place:** | |
| **Who else was involved?** | |
| **What did I do?** | |
| | |
| **Why did I do it?** | |
| | |
| **Why was my behaviour not appropriate?** | |
| | |
| **How will I make things better?** | |
| | |

APPENDIX 4 - Behaviour Management

**Behaviour Management**

**Stage 1**

- Make direct eye contact and facial expression
- Say child's name aloud and allow a few moments
- Explain to the child how to behave – citing the positive behaviour expectations
- Repeat this up to three times if child repeats problem behaviour
- Issue 1:1 warning – explain to child that he/she can re-deem him/her by stopping the problem behaviour and adopting positive behaviour
- Issue a second 1:1 warning
- On third warning - sanction applied: Time out in class/chill out zone.

**Stage 2**

- Miss half/ full morning or afternoon break and complete reflection form
- Ring parents to inform and keep child for after school reflection time
- Staff member present or informed completes Incident Record and shares it with the class teacher
- Class teacher uploads the Incident Record onto CPOMS.

**Stage 3**

- Reflection time, outside the Headteacher's office
- Counsel Child, refer to Assistant Headteachers/Inclusion Lead and speak to parents
- Call Parent Meeting with teachers & Assistant Headteachers/Inclusion Lead/Headteacher, Individual behaviour plan agreed (IBP), targets agreed and enforced by the child, parents and teacher
- Monitor and review
- Call Parent Meeting with Headteacher if there is no improvement in behaviour
- Suspension/fixed term temporary exclusion from school (Headteacher decides after discussions with teachers and informs governors)
- Exclusion.

**IMPORTANT NOTES:**

- At each stage the child must be allowed and encouraged to re-deem him/herself and rewarded for progress made.
- Staff member's role modelling the desired behaviour is required at all times
- Take care over speaking to parents (when & how) –also remember to speak to them to praise (reward) their child when they have behaved well/met targets
- Whole class sanctions –loss of whole class detention/loss of play, can be effective deterrents/sanctions too but use infrequently
- Examples of behaviour that can lead to suspension are physically harming someone intentionally, swearing or use of language of a sexual nature, racism, vandalizing or defiance to staff. This list is not exhaustive and is at the Headteacher's discretion
- Possible scenarios when a child is referred for an IBP:
  - A child refuses to follow instructions on several occasions
  - A child who uses physical force against another child
  - A child who consistently disrupts lessons
  - A child caught damaging school property
  - A child who is disrespectful to adults.

APPENDIX 5 - Feelings Diary




**FEELINGS DIARY**

**Name:** _____ **Date:** _____

| DAY | 9.00-10.25 LESSONS | 10.25-10.40 PLAY TIME | 10.40-12.15 LESSONS | 12.15-1.00 LUNCH TIME | 1.00-3.10 LESSONS |
|---|---|---|---|---|---|
| FEELINGS | | | | | |
| COMMENTS | | | | | |