



Grove Road Primary School

Behaviour Policy

Our family school where all are equally valued.

Aims and Ethos

Our school provides a caring environment where all children can feel safe and secure. Everyone is valued and included, regardless of race, religion, culture, ability, sexuality and gender. Respect for others is strongly promoted at all times and reinforced through assemblies, PSHE, RE and role modelling. Children are encouraged to be responsible for their personal choices and actions.

Responding to the behaviour of the children in the school is the responsibility of everyone who works here. **The emphasis is on encouraging positive behaviour. All staff look for, praise and reinforce good behaviour.** Consistency of approach is essential with consideration given to individual children's needs. These needs are communicated to everyone working in the school.

We aim to enable our children to have:

- Self respect, self discipline and self confidence
- Respect for others and their property
- Respect for the environment
- Toleration and appreciation of the opinions of others and other cultures
- Good manners and politeness
- Pride in their work

In order to achieve this, we aim to:

- Create an atmosphere conducive to effective teaching and learning
- Establish a sense of order
- Establish a sense of community
- Develop children's self-esteem and respect for others
- Develop self-discipline through heightened awareness of skills, values and responsibilities

- Develop children's independence
- Develop children's interpersonal and co-operation skills

Expectations

We have clear expectations of behaviour through our school skills and values which is recorded through Class charts. These skills, values and expectations are explained to the children at their own level at the beginning of each academic year and are displayed prominently around the school including on classroom walls (EYFS/KS1 display appropriate adaptations) and on our website.

Behaviour Management Strategies

Our behaviour management strategies throughout the school create and support a positive learning environment which enables all children to:

- Feel confident and secure
- Be affirmed and encouraged
- Be clear about the focus of their learning
- Be able to succeed at tasks and learning experiences
- Be spoken to positively about their present ability, present behaviour and future possibilities
- Learn in groups as well as on their own

In order to achieve this, we have a clear system of rewards and sanctions in place.

Rewards

- **Children will always receive positive recognition** for setting a good example through following the rules in class, around school or in the playground. This could be as a class, individually. House Points are awarded in recognition of this.
- **Class Charts** is our school electronic system to record behaviour. Points are awarded for demonstrating a commitment to our school skills and values as well as showing good manners/choices/ learning. This information is shared with parents through the online platform.

- **Celebration assemblies** reward particular individuals who have been a positive role model in their class or have shown a good example of a key skill or value. These children are awarded a certificate each week and their name will be in the newsletter.
- **Attendance and punctuality** is rewarded at the end of each term through the presentation of certificates to children who have 100% attendance.
- **Special Table Certificates** are awarded to pupils by the SMSAs and our Peer Mediators for good choices at lunchtime. The children are then invited, with a friend, to sit at the special table for lunch on Friday with lots of treats and surprises.
- Special achievements are awarded with a **Head Teacher's Award**. This can happen at any time and is chosen by the class teachers.
- **House Points** are awarded at any time in school by any member of staff. Points are counted each week by the house captains and the winning house is congratulated in assembly. At the end of each term the overall winning house are rewarded for their team work by selection of a special treat for everyone in that house. This could be a movie lunchtime, pizza for lunch, extra playtime or mufti day.

Sanctions

In order to manage unacceptable behaviour, we have a step system which staff can follow and which children are aware of:

- Step 1** – A warning from staff member
- Step 2** – Time out
- Step 3** – Detention (Supervised timeout with SLT)
- Step 4** – Meeting with SLT and Parents.
- Step 5b** – Internal / external exclusion

Staff will be the judge of what is unacceptable behaviour and will follow the above steps in order to sanction a child appropriately. In *most* circumstances, the following sanctions will be issued:

Low level behaviour issues will be dealt with in class with a warning (**step 1**) which could be followed by a consequence such as time out (**step 2**) if the behaviour persists. Continued low level behaviour issues show that a child has not reflected on and corrected their behaviour which could result in Detention on a Friday, supervised by a senior member of staff (**step 3**). A text / email will be sent home to parents to inform them of this decision. If the behaviour is repeated, then a parent meeting will be called (**step 4**). Parents will have the reasons for the meeting explained and will be asked to sign a record of the meeting.

Moderate behaviour issues may be considered serious enough for staff to give a child detention immediately (**step 3**).

Further persistence with this behaviour will lead to a meeting with parents (**step 4**).

Serious behaviour incidents will always result in a meeting with parents (**step 4**) and, based on the severity of the incident, could result in internal or external exclusion (**step 5b**).

These rules and consequences apply at all times in the school day, including behaviours at playtimes and lunchtimes.

Unacceptable Behaviour includes (these are indicators, not an exhaustive list):

Low level:
Distracting others Speaking disrespectfully (but without using inappropriate language) Not completing tasks to his/her best ability Mild infringement of class / school charter Deliberate but minimal damage to property, eg broken pencils, rulers, etc
Moderate:
Repeated rudeness (using inappropriate language) Use of moderate physical force, e.g. pushing, pinching Offensive behaviour, e.g. spitting Non-compliance
Serious:
Any behaviour which causes a danger to themselves or others, e.g. hitting, kicking, biting, throwing objects, running out of school. Aggression towards staff Use of abusive language or swearing Racism

Homophobia Bullying or intimidating behaviour (deliberate and persistent physical or verbal aggression or social exclusion – see Bullying section Online / cyber bullying Deliberate serious damage to property Stealing

Special Educational Needs

In the case of any of the above behaviours, consideration is given as to whether the child has a Special Educational Need and, through the Inclusion Lead, appropriate assessment is undertaken and support provided. However, the same list of consequences will apply to the child regardless of their individual needs if deemed appropriate.

Physical Restraint

In some exceptional circumstances, physical restraint may be necessary. Grove Road Primary School adopts the advice from the Department for Education (2013) “Use of Reasonable Force” and “Ensuring Good Behaviour in Schools”. In line with this advice, all school staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom. All staff have been appropriately trained to do this safely.

Bullying

A school ethos like ours, based on respect, kindness and inclusion creates an environment in which a culture of bullying, will not thrive. We recognise however that bullying or harassment can occur in any community. We therefore accept our responsibility to deal effectively with any incident where anyone feels frightened by the abusive behaviour of others.

We feel it is important that all stakeholders in the school understand the definition of bullying so that false accusations are

kept to a minimum and that the school can tackle real incidents appropriately.

Although there is no legal definition of bullying it's usually defined as behaviour that is:

- often repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender, ability or sexual orientation

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

<https://www.gov.uk/bullying-at-school>

Everyone in School has a personal responsibility to prevent bullying.

Our policy is :-

- ***do not be a bully;***
- ***do not be bullied;***

If you know someone is being bullied: -

- ***don't join in, don't laugh, don't stand by;***
- ***do support the victim; do challenge the bully; do tell an adult.***

We promote our anti bullying policy in Assembly, Circle Time, School Council and in the PSHE curriculum.

Every adult in school is asked to be alert to signs of bullying. Staff are expected to listen to complaints and investigate them thoroughly even if the incident appears trivial initially. Children are told to report bullying to a trusted adult in school, a trusted adult at home, or to another child. Children are told that they should report to an adult if a friend tells them about bullying.

Where bullying is suspected, both the victim and the bully will talk to an adult. Both the victim and the perpetrator will be given advice by the adult. Parents will be informed.

The adult will follow up the incident with both victim and perpetrator to check that the behaviour has not continued. The adult will consider the matter closed only when they are satisfied that the bullying has stopped.

Reviewed: September 2020

To be reviewed: September 2022

Appendix 1 - Exclusion Guidance from gov.uk

Headteachers can exclude your child if they misbehave in or outside school.

What happens when your child is excluded

Your child's school will let you know about an exclusion as soon as possible. They'll follow up with a letter telling you how long your child is excluded for and why.

You should also be told how to [challenge the exclusion](#), if you want to.

Risk of prosecution if child is found in public place

For the first 5 school days of an exclusion, it's your responsibility to make sure your child isn't in a public place during normal school hours.

[You might be prosecuted](#) if your child is found in a public place when they're not supposed to be.

Child Law Advice has more information on [what happens when a child is excluded](#).

Types of exclusion

There are 2 kinds of exclusion - fixed period (suspended) and permanent (expelled).

Fixed period exclusion

A fixed period exclusion is where your child is temporarily removed from school. They can only be removed for up to 15 school days in one school term, even if they've changed school.

If a child has been excluded for a fixed period, schools should set and mark work for the first 5 school days.

If the exclusion is longer than 5 school days, the school must arrange suitable full-time education from the sixth school day, eg at a pupil referral unit.

Permanent exclusion

Permanent exclusion means your child is expelled. Your local council must arrange full-time education from the sixth school day.

Alternative education and exclusion

The school or local council must tell you about any alternative education they arrange. It's your responsibility to make sure your child attends.

Making a complaint

If alternative education isn't arranged within 5 days, or you're not happy with the education, you can complain to:

- [the school](#), for fixed period exclusions
- [the local council](#), for permanent exclusions

If you're not happy with the response, you can [complain to the Department for Education \(DfE\)](#).

You'll need to show that you followed the school or council's complaints procedure.

Appendix 2 – Letter home to parents

Dear Parents/Carers

Unfortunately, _____ has displayed some unacceptable behaviour today.

The details of which are as follows:

At Grove Road, we have a behaviour policy which is designed to ensure that all children feel safe and secure at all times. Through their choices, your child has gone against that policy and our school ethos.

I am writing to you to ask your attendance at a meeting to discuss your child's behaviour choices. Please can you attend a meeting with myself on:

This meeting will give us an opportunity to decide together how best to work with your child and how to help them to make better choices in the future.

We appreciate your cooperation in helping to keep our school safe, secure and enjoyable for everyone.

Yours sincerely,



Lyn Gray
Head Teacher