

Grovelands Primary School

BEHAVIOUR POLICY

Vision Statement

‘Enjoy, Achieve, Aspire’

Introduction

At Grovelands Primary School we aim to provide a happy and secure environment where the children are encouraged to demonstrate an understanding of self-discipline and respect to all members of our school community. The Behaviour Policy is a shared expression of expectations for pupils, staff and parents.

This policy has been developed through a process of consultation with school staff, Parents and Governors. It describes the school's principles, aims and expectations of behaviour. This document sets out the procedures for rewarding good behaviour and sanctions for inappropriate behaviour.

Aims

- To provide a safe and secure environment for all our pupils and staff, so that they can work and learn together to enable them to experience responsible and independent learning.
- To be positive in our approach to promote considerate relationships between all members of the school community.
- To have a consistency of approach across the whole school.
- To ensure children, parents, the wider community and other stakeholders to be actively involved in supporting us implement our policy.

Roles, Rights and Responsibilities

Everyone in the school community has roles, rights and responsibilities to ensure that Grovelands Primary School is a safe place to work, learn and play.

The role of the child

Children have the right to work, learn and play in a safe and supportive environment. Children are expected to follow the school rules. Children are expected to show good manners and be polite at all times. Children are encouraged to have a clear understanding that all behaviours have consequences in terms of rewards and sanctions.

The role of parents and guardians

Parents and guardians have the right to know that their children work, learn and play in a safe and supportive environment. The school will work hard to support children who experience difficulty with their school day. Parents /guardians will be expected to work with teachers and senior staff when improvement is required. Parents/guardians must support their children by ensuring that they arrive in school in good time, ensure regular attendance, completion of homework and attend parent consultations. Parents should also send their children into school wearing the correct uniform and with the necessary equipment to have a successful day.

The role of all staff

Staff at Grovelands Primary School have the right to teach and work in a safe and supportive environment. The class teacher has overall responsibility for all children in their classes during the teaching school day. All adults who have contact with children reinforce school expectations both in the classroom and around the school and follow the sanctions and rewards where and when necessary. All staff ensure that children move around the school in a safe and orderly manner.

At the start of every school year the class charters, based on the school charter, are agreed with the children. These are displayed and referred to on a regular basis. If a child's behaviour is not meeting the expectations of the positive behaviour expected at Grovelands Primary School, the class teacher will communicate directly with the parent or guardian of the child.

The role of the Senior Leadership Team

It is the responsibility of the Senior Leadership Team to ensure that the behaviour policy is consistently delivered throughout the school, and to ensure the health, safety and welfare of all the children and staff.

Approach

Grovelands has developed a positive and restorative approach to whole school discipline. This means that we reward good behaviour and implement sanctions for inappropriate behaviour.

This system is designed for the children to display the school's values.

We have a **School Charter** to explain how our school rules are to be achieved

- Using kind words to each other
- Treating others how we would like to be treated
- Using our hands and feet in safe ways
- Wearing our correct school uniform
- Moving around the school in a safe, calm way
- Believing that we can achieve our best
- Trying our best at learning

We display our Class Charter around the school in every classroom. Staff revisit and reinforce the rules and school charter when deemed necessary.

Behaviour System

In class

The children in each class, in discussion with the class teacher, must agree to follow the school charter which is then displayed in a charter on the classroom wall as a constant reminder to the children. We believe that this policy ensures that pupils learn to expect positive praise and rewards with agreed ways to reward good behaviour and children who are consistently 'good' and fair and consistently applied sanctions when required.

Lunch and Break time

The behaviour system applies and children will be dealt with in line with the sanctions and rewards system.

We encourage older children to take responsibility for organisation of games, resources and friendship groups during playtimes.

On Friday's, there will be a celebration assembly which is designed to provide opportunities for all staff to acknowledge the following:

- *Excellent achievements in a child's learning*
- *Outstanding or sustained improved behaviours*
- *Contributions to the life of the class or the school community*
- *Success in extracurricular activities and activities which take place outside school*
- *Outstanding attendance*

Rewards

Positive behaviour is expected at Grovelands and for those who consistently demonstrate behaviour that displays the schools values they will be rewarded through achieving a Values Token that will contribute to their House total in competition for the House Cup.

Other rewards may include, but are not limited to;

- Class Dojo's
- Star of the Day Award
- Star of the Week Award
- Head of School Award

Sanctions

There is a whole school system of rewards and sanctions which is explained to the children and applied consistently by all members of staff within the school community.

See Appendix 1: consequence chart

Curriculum

We follow the SEAL programme through the school which includes resolving conflict with peers and junior citizenship.

Vulnerable Groups

It is recognised that some children need a more individual approach to independently display positive behaviour.

To do this we offer the following approaches;

- Time out opportunities
- EISA
- Social skills groups
- Self-esteem groups
- Play therapist
- Targeted interventions

Behaviour Support Plan

This is a structured plan to gain a clearer understanding of a child's behaviour when it is agreed a more focused approach is needed to support the child to make positive changes to their behaviour. This involves completing a close monitoring of a child's behaviour throughout the school week. This gives detail on an individual's strengths and areas for development. This plan will be implemented and monitored by the class teacher on a daily basis. It will be reviewed on a weekly basis by the class teacher and child in liaison with a member of the Senior Leadership Team. The plan will be signed by the parent each evening acknowledging the child's behaviour of that day. The child will be removed from the plan when they have a success rate of 90% over a four week period.

After the first two weeks there will be a review meeting to talk about the progress the child has made and working towards coming off the plan. However, if they have not shown any progress at the end of the four week period the child will have a further two weeks to change their behaviour before a referral for more specialised support is considered.

The Snug

This is an area where children may have a short time to calm down and reflect on a situation in order for them to be able to reintegrate back into the class or activity when it is deemed appropriate. This is also an area where behaviour or SEMH interventions may take place when necessary.

Personal Support Plans (PSPs)

The school, parents or carers of the child and outside agencies e.g.: Educational Psychologist and Behavioural Support work together for 8 weeks addressing the child's behaviour through a detailed action plan.

Restorative Justice and Restorative Practices

Restorative practices including language are used throughout the school. The use of restorative practices helps to:

- improve behaviour
- strengthen friendships
- provide effective leadership
- restore relationships
- repair harm

Reflection Time (RT)

Where the situation persists beyond a red behaviour the pupil may be given a reflection time where they work away from their peers for the remainder of the session or day. Restorative practices will form the majority of these sessions with a view to allowing empathy and good behaviour choices to develop. There is a maximum of three isolated reflection times in any six-week period (excluding holidays); any incidents beyond this will result in a fixed term exclusion.

Exclusions

After the implementation of a personal behaviour support plan and a period of monitoring, or following 3 reflection times, then exclusion procedures may commence in accordance with the Local Education Authority's Exclusion Guideline.

In light of a serious incident at school that results in a person being hurt; damage to school property or disruption to the teaching and learning of other pupil's, the sanctions in the behaviour policy will be escalated immediately where the child will receive a fixed term/ permanent exclusion at the discretion of the Head of School/Executive Headteacher.

The Head of School/Executive Headteacher has the responsibility for giving either fixed term or permanent exclusions to individual children for serious breaches of our positive behaviour management approach. This can include going home for lunchtimes for a specified period or other strategies as outlined in Surrey guidelines. Governors are notified of all exclusions.

Following a fixed term exclusion, the child, with their parents/guardians will attend a re-integration meeting upon returning to school and a PSP will be put in place to support the pupil.

Support Agencies

We have a strong working relationship with a number of educational and health agencies who can give additional input where it is deemed necessary to review a child's behaviour. This is undertaken with permission from parents/guardians.

- Behaviour Support
- Educational Psychologist
- Occupational Therapist
- Speech and Language Therapist
- Play Therapist

Use of reasonable force

The school reserves the right to use reasonable force with a child should the need arise. This will be undertaken in line with the positive touch training that all staff have received and in accordance with the guidance set down to the teaching staff by the governing body.

Screening and Searching Children

The school reserves the right to screen and search children for property and dangerous weapons should the need arise. This will be done respectfully and in accordance with the guidance set down to the teaching staff by the governing body.

When a child is searched at least two members of staff will be present. Children will be searched by a staff member of the same sex. Parents will be notified that their son/ daughter has been searched and the reasons as to why this was undertaken.

Prejudiced Behaviour

This behaviour is not tolerated at Grovelands. Such occurrences will be dealt with in line with the schools policy. Any prejudiced incidents will be recorded and reported to the local Authority.

Off site behaviour

It is expected that Groveland children will uphold the good reputation of the school when walking to and from school or on a visit with a school group, both through their behaviour and by their adherence to the school's dress code.

The power to discipline beyond the school gate

The Head of School has the right to discipline children beyond the school gate when non-criminal negative behaviour or bullying occurs anywhere off site and is witnessed by a member of staff or reported to the school.

The Head of School in dealing with the incident outside school will consider the following:

- If the misbehaviour has repercussions for the orderly running of the school.
- If the misbehaviour poses as a threat to another child, staff member or member of the public.
- If the misbehaviour could adversely affect the reputation of the school.

The Head of School will also consider and notify the police or anti-social behaviour co-ordinator in the local area if they feel it is appropriate. If the Head of School feels the misbehaviour is linked to the child suffering then the school's Safeguarding and Child Protection policy will be followed.

Misconduct of Parents on school site

In the event of a parent displaying misconduct on school property the Head of School will notify the parent with a written warning about the behaviour or in a serious breach of misconduct ban the parent from physically setting foot on school property.

Misconduct of staff members:

In the event of a staff member being accused of misconduct the Head of School will follow the guidance and advice in "Dealing with Allegations of Abuse against Teachers and Other Staff."

Staff members will not automatically be suspended after an allegation of misconduct, pending an investigation into the matter. The decision will be made in line with the Local Authority Guidance.

Monitoring and Evaluation

All behaviour is monitored by staff and rewards and sanctions applied accordingly. If behaviour deemed to warrant a red consequence is displayed, this incident will be recorded centrally on the SIMs system to provide a central record of serious incidents. As stated in the policy the parents will be notified if their child displays a red behaviour.

Behaviour and Attendance Review

Behaviour and attendance are reviewed on a weekly basis. These reviews lead to the identification of targeted training and intervention for staff and children to address any priorities in the policy application.

The Head of School and Executive Headteacher may use discretion when applying the policy to any situation.

Review

This policy, which will be reviewed and updated as appropriate, should be read in conjunction with:-

**Anti-Bullying Policy.
Restraint/ Use of Force Policy
Equal Opportunities policy**

**Date agreed by Staff: Autumn Term
Date agreed by Governing Body: Dec 2016
Review Date: Autumn 2017 Review**

Signed:  Head of School

Signed:  Executive Head

Signed:  Chair of Governors

Grovelands Primary School

Grovelands Behaviour Descriptors

Positive	Low-Level	Mid-level	Serious
<ul style="list-style-type: none"> • Good Manners • Following Instructions • Being Kind • Good listening • Sharing • Being polite • Sitting nicely • Trying your best • Asking for help • Encouraging peers • Promptly following instructions • Settling to work quickly • Looking after the classroom • Being a good role model • Active learner • Not calling out • Being honest • Walking SAFELY, SENSIBLY and SILENTLY around the school • Good teamwork 	<ul style="list-style-type: none"> • Not listening • Silly behaviour • Not looking after our resources • Being unkind • Being too noisy • Snatching/not sharing • Not showing good manners • Talking over others • Incorrect uniform/not tucking shirt in etc. <p>(Use common sense when you are interacting with children i.e. children in Reception and those with fine-motor control difficulties will struggle to tuck their shirt in compared to children in Year 5 where it is expected)</p>	<ul style="list-style-type: none"> • Name calling • Not looking after resources • Bringing in inappropriate items • Not taking responsibility for your own actions • Irritating others e.g. poking and playing with hair etc. • Running and/or inappropriate movements around the school • Persistent blue behaviours 	<ul style="list-style-type: none"> • Deliberately damaging school property • Swearing • Being confrontational • Threatening behaviour • Inappropriate use of ICT • Being rude to others • Being defiant • Rudeness - non-verbal gestures • Answering back • Being rude to adults • Refusing to follow an adults instructions • Shouting at others aggressively • Not telling the truth • Throwing objects • Persistent blue/yellow behaviours



Colour	Grovelands Behaviour Flowchart Consequences
Gold	Have earned a Values Point for showing a school value during the week and have earned a Gold Token.
Green	Displaying expected classroom behavior. Reward – Using in class reward systems. (House points/Dojo's/stickers/star of the day).
Blue	Talk with your teacher briefly at the time/break/lunch/end of the day about your <u>behaviour</u> . This can be returned to green if <u>behaviour</u> is corrected.
Yellow	Talk with your teacher briefly at break/lunch/end of the day about your <u>behaviour</u> . 5 minutes of play missed (Classroom). Parent informed at the end of the day by class teacher.
Red	15 minutes of morning or lunch play missed (Classroom). Member of SLT informed and child spoken to. Parents are informed by the class teacher at end of day. Class Teacher to record on SIMS.
Second Red	Member of SLT called. Parents notified by SLT. Immediate Reflection Time (RT). Teacher to record on SIMS. Following three RT's in any one-term period a fixed-term exclusion will follow.

