



Inspiring **Excellence,**
Inspiring **Partnerships,**
Inspiring **Individuality,**
Inspiring **Futures.**



Behaviour Policy

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The success of the school policy for behaviour and discipline depends on a shared commitment between the school, pupils, parents and carers.

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Purpose:

To help pupils develop self-confidence, self-discipline and positive attitudes towards their learning and behaviour.

Roles and responsibilities

Governor Responsibilities:

- To review the behaviour policy annually
- Be a positive role model
- Support the school in its efforts to promote good behaviour
- Be aware of the school rules and expectations.

Staff Responsibilities:

- Provide interesting lessons with work carefully matched to the ability of the pupils.
- Offer equal opportunities and treat all pupils fairly and with respect.
- To praise and reward good behaviour.
- Monitor and deal consistently with behaviour problems at all times, including playtimes and lunchtimes.
- Be a positive role model and counter negative attitudes and stereotyping.
- Make pupils aware of how they are expected to behave.
- Never ignore inappropriate behaviour unless it is an agreed strategy for an individual pupil with additional needs.
- Challenge prejudicial attitudes.
- Provide opportunities for pupils to have responsibility and show initiative.

Pupils' Responsibilities:

- Behave well in the classroom and around the school.
- Behave well at playtimes and lunchtimes.
- Work hard and allow other pupils to work.
- Co-operate with other pupils and adults.
- Follow instructions and do as they are asked the first time.
- Own up to their actions and think about how their behaviour affects others.
- Be kind and considerate and listen to others.
- Show respect for everyone in school
- Show respect and care for property, their own and others'.
- Understand and accept the consequences of their actions.

Parents' Responsibilities:

- Support the school in its efforts to promote good behaviour •
- Foster positive attitudes towards school.
- Take an interest in what their children do in school and what school are doing for their children.
- Encourage independence and self-discipline.
- Be aware of school rules and expectations.
- Teach their children how to behave in a variety of situations.

- Be good role models for their children.

Our School Rights.

Grove Lea Primary	South Hiendley
<p>In order to ensure consistency between classes, a set of common rights has been established. These are highlighted by three 'Key Words';</p> <ul style="list-style-type: none"> • Safe (We have the right to be safe and feel safe and make sure others are too) • Respect (We have the right to be respected and make sure others are respected too) • Learn (We have the right to learn and make sure others can learn too) <p>These are underpinned by our school motto. 'If it is to be, it is up to me'.</p>	<p>In order to ensure consistency between classes, a set of common rights has been established. These are highlighted by three 'Key Words';</p> <ul style="list-style-type: none"> • Ready (We are ready to learn) • Respect (We have the right to be respected and make sure others are respected too) • Safe (We have the right to be safe and feel safe and make sure others are too) <p>These are underpinned by our school motto. 'Dream, Believe, Achieve'.</p>

The Curriculum

The curriculum we provide allows time for personal and social education, where issues to do with behaviour are discussed and explored. We teach children to respect other people's differences, particularly their feelings, values and beliefs. We want pupils to behave well, without a fear of sanctions or craving for reward.

We reward good behaviour.

Strategies include: • Dojos

- Private and/or public praise.
- Stickers.
- Dojo badges.
- Team points
- Certificates in Assembly.
- Parents informed verbally.
- Individual or class incentives.
- Weekly dojo winner
- Class champions
- Headteacher stickers / postcards

Whole School Approaches

When adults require the attention of our children, the adult will ask for a 'Team Stop' and hold their hand up to show this. All these approaches help to ensure that we have a calm and purposeful environment at all times in school so that time is spent ensuring quality-first teaching and learning for all of our pupils.

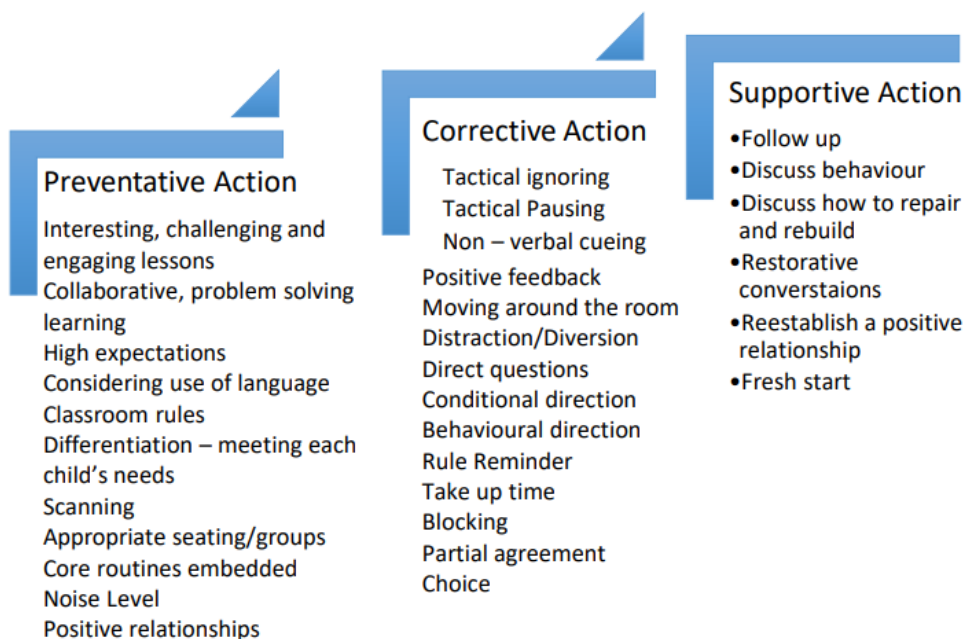
Emotion Coaching is embedded in our school practice to help children to:

- Regulate, improve and take ownership of their behaviour
- To calm down and better understand emotions
- Accelerate academic progress
- Practitioners to be more sensitive to children's needs
- Create more consistent responses to children's behaviour
- Practitioners to feel more 'in control' during incidents
- Promotes positive relationships between adults and children

(Rose et al, 2015 & Gus et al 2017)

Strategies for Managing Classroom Behaviour

We use a range of strategies to support behaviour, these include:




In the Early Years, we encourage positive behaviour by:


- Using praise specifically related to the children's actions or behaviours – this could be through verbal praise or use of stickers and other simple rewards
- A system with a sunshine, rainbow and cloud to promote positive behaviour
- Dojo points are awarded to children for good behaviour.
- If appropriate, we refocus the child's attention on another activity and then praise immediately
- We focus on activities and routines that encourage sharing, negotiation and co-operation
- We encourage responsibility in caring for others, animals and the environment (helping with tidying/watering plants/setting out activities/handing out drinks, snacks and equipment)
- We encourage positive behaviour through play and learning activities (circle time/stories/role-play/puppets)
- We model appropriate behaviours in different contexts and set good examples
- We consult with the children to draw up rules for behaviour within our setting
- We help the children to understand the consequences and effects of their behaviour on others
- We support the children to resolve conflicts with other children
- Our weekly achievements are celebrated through our star of the week, helping hand class monitors, rewards at the end of the week


Our whole school traffic light system:

We handle issues of behaviour in ways appropriate to the child's stage of development and level of understanding. This may be 'time out' from the immediate situation giving the child time to reflect and support to self-regulate (using our reflection / calm areas)

In each class we use traffic lights to support behaviour management.

 Green- The child is demonstrating behaviour in line with all rules we expect in school

 Amber- To be used if a child is not demonstrating behaviour expected in school (after being given a warning)

 Red- Children will move to red for more serious incidents, or persistent amber behaviours



In KS1 we encourage positive behaviour by:

Using Class Dojo points to reward good learning behaviours. Each week a Dojo Champion will be awarded in the special assembly.

Children will first be given a verbal warning. If the child continues to show poor behaviour, they will be verbally told that this is an Amber warning.

Following this, if the child continues to show poor behaviour, they will verbally told it is a Red traffic light and will miss 5 minutes of their playtime and their parent will be informed. All red light incidents will be added onto CPOMs

In KS2 for dealing with inappropriate behaviour we use a variety of strategies:

Just like KS1, we encourage and promote positive behaviour using Class Dojo. The child with the most Dojo points will be awarded a certificate in the special assembly.

For children who choose not to follow the School Rights, we have the following in place:

- Firstly, giving a verbal warning ensuring the adult is clearly reporting to the child what they wish for them to address
- giving another warning and informing children they are 'Amber'
- If another warning is needed, the child will be informed they are now on Red, resulting in them missing their next playtime and a Dojo message will go home. All incidents will be recorded on CPOMs to allow the safeguarding team to track and monitor.
- If a child appears on red 3 times within a 2-week period, then the parent will be invited to attend a meeting in school. A behaviour plan may be put in place to support the child.
- If a child goes onto red and then continues to display poor behaviour, the child will be sent to another classroom or to a senior member of staff.
- If a child's behaviour changes or shows signs of concern, then parents will be contacted and a meeting will be arranged with the class teacher/learning mentor. If, after this, there is again no improvement, then a member of the senior management team will become involved.
- Separate risk assessments are created and used to ensure pupil's needs are met and challenging behaviour is dealt with appropriately and effectively.
- If a child behaves in a way which puts themselves, another child or member of staff at risk, a member of senior management will be contacted immediately to assist. Parents/carers will be contacted as soon as possible to discuss next steps.

For all children with 'Red' behaviour a STAR- (Setting, Trigger, Action, Response) will be recorded on CPOMs. This will enable the analysis of assessing what happens before, during and after an episode of behaviour.

CPOMs is monitored weekly by Leaders and the Safeguarding Team.

[Strategies for Managing Outside Behaviour](#)

All systems used in classrooms are also extended to break and lunch times. Children may be given some 'cool down' time by standing at the side of the playground. Any member of staff in response to inappropriate behaviour can initiate this. Lunchtime supervisors and on duty teaching staff are responsible for maintaining these systems throughout break and lunch times and feedback to staff via our behaviour handover points.

- A warning should be given quoting the rule being broken and will be reminded of expectations.
- If the child continues, a cool down will occur where they will stand next to the adult on duty
- For red behaviour -The child's name will be recorded within the book which will then be reported onto CPOMs and parents will be informed.
- Any incidences of verbal or physical aggression will result in the child being sent in immediately; bypassing the warning stages. They will then miss playtime for the rest of the day. A suspension will also be considered.

If a child is reluctant to go inside (breaktimes/lunchtimes/outdoor PE):

- the adult should take a non-confrontational stance;
- the child should be given a time limit to do as asked;
- the Headteacher or member of SMT should be informed if the child does not meet the timed deadline;
- A senior member of staff will be sent for to assist.

Any injury to a child or adult as a result of physical aggression will result in parents being requested to meet with the teacher/Senior management team. The child will be sent to supervised reflection. Reports will be taken. The incident could result in suspension.

Parents will be included in the management of their child's behaviour if there are persistent problems.

Parents who are concerned about any incidents involving their children should discuss them with the class teacher first. If parents are still unhappy they can then arrange a meeting with Key Stage Lead. If this is exhausted a meeting with the Deputy head would be the next step before finally meeting with the Executive Head.

Behavioural and friendship issues outside of school are parent's responsibility, as they are difficult for school to resolve. However, any parents who need help will be supported by the school.

Individual behaviour management systems

As a caring and inclusive school, we are aware that whilst our behaviour system will meet the needs of the vast majority of our children, it may not be suitable for every child. Therefore, we will review and adapt the management of this to suit individuals. Teachers will work with these children to agree an individual behaviour system, which will work alongside our whole school expectations.

Sexual Violence and sexual Harassment

Following safeguarding training and new documentation by the DfE, the school has a duty of care to safeguard all children against sexual violence and harassment. Any incidents will be dealt with immediately, following the Safeguarding Policy. All incidents will be recorded on CPOMs.

Sharing of Nudes/Semi Nudes

All staff are clear of the procedures for any disclosures made on nudes/semi nudes pictures being taken. Staff must not ask to see/copy any images nor ask the parent or child to delete them. Any incidents must be reports to the DSL immediately and recorded on CPOMs. More information can be found on the sheet located in the staffroom, 'UK Council for Internet Safety- Sharing nudes and semi nudes: how to respond to an incident'

Trauma

The school recognises, and has attended training, to help in identifying any children that may be having difficulties due to a traumatic event. The school understands that not all children can clearly share how they are feeling or even why they may be feeling the way. Research shows that children can display their anxieties in many ways. For example, children may become withdrawn, anxious, or even defiant. As a consequence, staff are aware that, on these occasions, a more bespoke behaviour system may be needed in order to make sure the child is still fully included within the school curriculum. A poster is displayed around school.

Suspension from school

A Suspension from school would be considered by the Headteacher or Deputy when all other strategies have been exhausted, or when a pupil's behaviour is a danger to themselves or others. Suspensions can also be issued for inappropriate language, refusal and disruptive behaviour in and out of class. We will also consider suspensions for e-safety incidents, which include inappropriate messages and images being sent, viewed and shared. The length of suspension would relate to the individual circumstances. Please see separate policy for more details.

Team Teach

The school has members of staff who have received Team Teach 6hr Foundation Training. This is renewed as and when needed.

Team Teach is a recognised programme. It provides the correct balance in reducing risk, restraint and restriction within a clear and ethical framework. Staff who are trained can reassure children who are anxious, and offer boundaries and choices to support them and help them feel safe. The use of physical intervention is as a last resort.

Bullying

All incidents of bullying are taken seriously by the school and will be dealt with rapidly. A "no-blame" approach is taken until facts are established through discussions with all concerned. Parents will be involved and a formal record of the incident will be made. This will be followed up until the problem is resolved.

Complaints and allegations

- If a complaint is made against a member of staff, then the school complaints policy will be followed.

Transition:

- In the summer term, all children spend a day with their new teacher to build positive relationships with the new member of staff.
- Parents are invited to a meeting with the new teachers (in EYFS, Y1 and Y3) to address any areas of concern regarding the transition, especially to a new Key Stage.
- Year 6 children visit their new school and spend at least 2 days there. For children who need more time, this can be arranged and we will contact parent/carers if this is the case.
- High school representatives visit school so they can meet the children and discuss the children moving up.
- Within school, staff have opportunities to transfer information both academic and social. This helps to make sure all staff are clear of cohort and individual needs.
- SEN children have additional meetings. This includes children who have 1 to 1 adult support, meeting and working with their new assistant in the Summer term before the following September. Parents/carers are also invited in for meetings to discuss future targets, meet the new teacher and new classroom assistant, if changed. The Special Needs Coordinator leads meetings.

Role of the learning mentor:

- In year 6, children we consider to be vulnerable in their high school setting, will work regularly with the learning mentor who aims to ease and support their transition to their chosen high school.
- Our learning mentor is trained in a variety of support programmes for behaviour management and barriers that children may face during their school life.
- She works closely with families in signposting them towards outside agencies that may help the child/family.
- She supports children/families when working with outside agencies.

We praise and promote good behaviour. Class Dojo points are used as rewards.

Stage	Behaviour	Sanction	Persons involved
1	General distraction, to include: <ul style="list-style-type: none"> • Chattering • Fidgeting • Not on task • Refusal • Shouting out 	<ol style="list-style-type: none"> 1. Verbal reminder – State clearly to the child/children what it is they need to stop doing/do 2. Verbal warning and move to amber – “This is your amber warning, if you continue to you will move to red” 3. Move to red - “You have continued to So you have moved onto red and you will need to miss your next playtime (5 mins for KS1) All red traffic light incidents to be recorded onto cpoms for the SLT to monitor and manage KS2 parents will have a dojo sent home/KS1 parents will be verbally told. 4. If repeated after that, move child to black traffic light where they will be sent to another class to work Steps above are re-set at the beginning of each day.	Member of staff Member of staff Admin staff Parents

	Aggressive – physical or verbal behaviour will lead straight to part 4	Instant red traffic light and sent to a member of the SLT- Reflection time/consideration of exclusion To be recorded onto CPOMS as 'Refection Time'	Senior Leader Parents Child
2	Stage 1 behaviour continues and becomes more persistent. (3 messages sent home/3 verbal messages to parents in 2 weeks period)	Meeting between class teacher, Learning Mentor, Parents and Child (Meeting to be recorded and added onto CPOMS- 'Behaviour Related Log' Behaviour to be monitored (weekly timetable chart) for 4 weeks- meeting arranged with parent/carer each week to share. If there has been an improvement then the monitoring will stop	Class Teacher Learning Mentor Parents Child
3	Following 4 week Monitoring and if there is no improvement	Consideration for child to work in a smaller space/different classroom Continued work with Learning Mentor Weekly meetings with child, parent, teacher and a member from SLT to determine review and look at any further action (Again meetings to be logged on CPOMS- 'Behaviour Related Log' Help sought from outside agencies if thought appropriate.	Class teacher SLT Parents Outside agencies - if appropriate.
4	No improvement in the above behaviour, with the result of serious risk or high-level incident leading to immediate sanction 4	Exclusion – fixed or permanent Inform Chair of Governors Inform LA Arrange meeting with parent/Carer to discuss the exclusion and to state the school's behaviour expectation Arrange a welcome back meeting with Parent	All parties previously involved.

Signature Head Teacher :	
Signature Chair of Governors:	
Date :	21.02.24