

Behaviour policy

Gretton Primary School



Approved by:	Adam Sallis	Date: Autumn 2023
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Ratified by:	FGB	
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1. Rationale

At Gretton Primary School, we are a caring community, whose values are built on mutual trust and respect for all. The school Behaviour and Discipline Policy is therefore designed to support the way in which all members of the school can live and work together in a caring and co-operative manner. It aims to promote an environment where everyone feels happy, safe and secure. We are committed to safeguarding and promoting the welfare of our children and young people and we expect all staff and volunteers to share this commitment.

2. Aim

At Gretton, we want to ensure that in our school culture and ethos, everyone is equally valued and treated with respect. The primary aim of the behaviour policy is not to be a system to enforce rules but rather a means of promoting good relationships. This policy supports the school community in aiming to allow everyone to work together and learn in an effective and considerate way. Each member of this community is expected to show consideration towards others.

3. Objectives

- 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 reward good behaviour, as we believe that this will develop an ethos of kindness and co-operation. We aim to promote good behaviour, rather than merely deter anti-social conduct. We treat all children fairly and apply this behaviour policy in a consistent way.

4. Strategies and procedures

4.1. Rewarding good behaviour

We believe in a positive approach to promoting good behaviour. Emphasis will be placed on reinforcing such behaviour by recognition, praise and encouragement. We ensure that children who always behave well are sufficiently rewarded. A variety of strategies are used to reward and encourage our pupils:

- we congratulate children for their achievements;
- we give children Dojo points for individual work, effort and general helpfulness, which contribute to weekly and termly house point totals for one of four 'houses' or teams;
- we award stickers for a variety of reasons, but particularly for special individual efforts, endeavours and achievements;
- each week we nominate children because of special achievement or attitude and their names appear in the Gold Book. These achievements are celebrated in front of the whole school and in the weekly newsletter to parents;
- all classes have an opportunity to take part in a class assembly where they are able to show examples of their work;
- 'Class Dojo', rewards those children who are demonstrating expected behaviour and attitudes, in line with Gretton's Golden Rules and any other specific rules agreed by the class;

- the school acknowledges all the efforts and achievements of children, both in and out of school and these might be mentioned in the weekly newsletter.

4.2 Gretton Golden Rules

The following rules have been established across the whole school in order to encourage a positive attitude towards behaviour, both in and out of the classroom. We sometimes choose one of these Golden Rules as a target for the term and we highlight this in assemblies and in the classroom. Teachers nominate children that are working hard to keep to this Golden Rule for special praise in the Celebration Assembly:

- We are kind and respectful
- We show good manners
- We listen carefully
- We are honest
- We try our best

4.3 Dealing with bullying

The school will not tolerate bullying of any kind. How we deal with bullying is set out in the school's Anti-Bullying Policy.

4.4 Use of restraint

All members of staff are aware of the guidelines regarding the use of force by school staff. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is putting themselves or another person in danger.

If necessary, a Behaviour Risk Assessment and a Positive Handling Plan will be produced for specific children.

The actions that we take are in line with government guidelines on the restraint of children.

4.5 Inappropriate language

We do not accept the use of inappropriate language from the children and appropriate sanctions will be applied when necessary. We believe that communication with other children and adults should demonstrate respect and courtesy. Whilst it is impossible to completely eradicate the use of such language, the children are aware that it will not be tolerated and all staff members are vigilant concerning this issue.

4.6 Sanctions

Although we believe in a positive approach to managing behaviour, we acknowledge that sanctions are sometimes necessary. The following hierarchy of sanctions will usually be used to modify any

unacceptable behaviour and to ensure the safety and well-being of everyone within the school community:

Level 1

Positive intervention strategies will be used, e.g. praising those children who are behaving appropriately; all staff will take notice of, but appear to ignore, low-level disruptions, while reinforcing 'on task' or expected behaviour; they will use non-verbal reminders, e.g. facial expressions, hand signals and visual reminder cards.

Level 2

A golden rule reminder and warning will be given along with a simple direction, emphasising the behaviour the member of staff wants to see, and where compliance is expected. Other strategies may be used to make it clear that the behaviour is below the expected standard.

Level 3

If a child does not respond to a warning, then this will result in a sanction and s/he will be reminded to make an appropriate choice about his/her behaviour. If considered appropriate the child will be given a negative dojo point and he/she may miss 5 minutes of their playtime or "Busy Bears" time in Robins with the teacher or Headteacher. The member of staff issuing the sanction will endeavour to conduct a brief restorative conversation with the child/children involved.

Children whose behaviour persistently fails to meet the expected standard will be referred to the Headteacher.

Level 4

If a child's misbehaviour is persistent and has not been modified by the strategies implemented at Level 3, or if a significant serious incident takes place, the Headteacher will speak to the child. This may result in the pupil being given specific behaviour targets, designed to improve his/her behaviour. These targets will be recorded on a "Behaviour Support Plan". To help the pupil achieve their targets, efforts will be made to provide targeted interventions and support. The targets will be reviewed on a regular basis, this will be usually be between 2 and 6 weeks depending on the circumstances.

Parents may be invited into school at this stage to discuss their child's behaviour and to consider the targets. A record of the discussion will be posted on CPOMs and made available to the appropriate staff. The SENCo will be made aware of any children whose behaviour places them at this level of the sanction hierarchy. The parents will be updated on their child's progress towards achieving their behaviour targets via Class Dojo or in person if required.

At the Level 4 stage, particularly for one-off incidents, other sanctions may also be enforced such as a child being kept off the playground during playtimes or lunchtimes for a set period.

Level 5

If, having followed the strategies outlined at Level 4, poor behaviour still persists and continues to disrupt the child's own learning and that of others, a MyPlan will be written for the child and they will be placed on the school's SEN register. As with Level 4, to help the pupil achieve their targets, efforts will be made to provide targeted interventions and support.

Level 6

A child whose behaviour poses a significant threat to the academic progress and safety of themselves or other people may be considered for fixed term suspension or permanent exclusion from school (see the procedures for exclusion later in the policy).

5.7 Fixed term suspensions and permanent exclusions (Please also refer to the latest LA Guidance)

Only the Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. 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.

If the Headteacher excludes a pupil 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. The school informs the parents how to make any such appeal. The Headteacher informs the governing body about any permanent exclusion, and any fixed-term exclusions beyond five days in any one term. The governing body cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

If a parents appeals against a fixed term suspension or permanent exclusion, the governing body will convene a discipline committee that is made up of two to four members. This committee will consider any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion they discuss the circumstances in which the pupil was excluded, any representation that is made by parents and whether the pupil should be reinstated. If the Governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

6. Roles

6.1 The role of Trustees

The trustee 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 Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but Governors may provide support to the Headteacher about particular disciplinary issues. The Headteacher may take this into account when making decisions about matters of behaviour.

6.2 The role of the Headteacher

It is the responsibility of the Headteacher 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 Headteacher to ensure the health, safety and welfare of all children in the school. The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour and by supporting staff in the implementation of the policy. Records of all reported serious incidents of misbehaviour will be recorded on CPOMs by the member of staff dealing with the incident and these records will be reviewed by the Headteacher.

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, she/he may permanently exclude a child but only after notifying the school Governors.

6.3 The role of the class teacher

It is the responsibility of the class teacher to ensure that the school's golden rules are reinforced throughout the school, and that all children behave in a responsible manner during lesson time and whilst moving about the school.

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 to the best of their ability. The teacher treats all children in their class with respect and understanding. S/he will communicate with the SENCo and liaise with external agencies when appropriate, to support and guide the progress of children with specific needs. The class teacher may, for example, discuss the needs of a child with external agencies.

The class teacher will report to parents about the progress of each child in their class, in line with the whole-school policy. The teacher may also contact a parent if there are concerns about the behaviour or welfare of a child. If a child misbehaves repeatedly in class, the teacher will follow the guidance and apply the strategies listed in the sanctions hierarchy explained earlier in this document.

6.4 The role of support staff (Teaching Assistants)

Support staff have a very important part to play in managing the behaviour of pupils. It is their responsibility to adopt a positive approach to behaviour management and to ensure that the school rules are reinforced and that children behave in a responsible manner wherever they are in the school - in lessons or assembly, whilst moving about the building or when playing outside. They will have high expectations of the children in terms of behaviour and treat them with respect and understanding. If a child misbehaves repeatedly in class, the Teaching Assistants will follow the guidance and apply the strategies listed in the sanctions hierarchy explained in this document.

Support staff will communicate closely with class teachers and the Headteacher when required to ensure any issues or concerns have been successfully dealt with and when necessary, recorded on CPOMs.

6.5 The role of parents

The school works collaboratively with parents in order that children receive consistent messages about how to behave at home and at school. This policy is available to parents via the school website. We encourage parents 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 class teachers and the Headteacher encourage positive communication with parents about their children on a regular informal basis, as well as at Parents' Evenings.

We inform parents immediately if we have concerns about their child's welfare, and will approach parents about their child's behaviour when it becomes necessary or at an appropriate point. If the school has to use reasonable sanctions, parents should 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 Headteacher who will investigate further. If such concerns continue, parents may also request the involvement of a governor, for intermediary support in trying to resolve the issue. If these discussions cannot resolve the problem, a formal complaint or appeal process can be implemented.

It is essential that when parents raise concerns about behaviour and discipline all communication with the school staff is appropriate. We therefore expect parents to be courteous and respectful at all times.

6.5 Monitoring roles

The Headteacher monitors the effectiveness of this policy, including, where necessary, regular monitoring meetings with focus children. He/She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour:

- The class teacher may keep a personal record of any behaviour concerns within the class;
- Some children may have personal records of their behaviour, such as behaviour plans;
- CPOMS is the method for recording incidents of unacceptable behaviour;
- The 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.

7. Review period and date of next 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.

Last reviewed: Spring 2023

Next review date: Spring 2025

8. Links

This policy is an integral part of our *Anti-Bullying Policy* and also links to our *Safeguarding and Equality of Opportunity Policies*, as well as various other policies linked to staff and pupil welfare.