



Gretton Primary School Behaviour Handbook

“AIM HIGH” – Working and learning together

Aims

We aim to provide a happy, safe atmosphere in which staff and parents work together for the welfare of the children, and where children grow together, adopting certain standards of behaviour and values to develop a sense of self-discipline and an acceptance of responsibility for their actions. We encourage children to be polite, well mannered, helpful to each other and to become good citizens.

Gretton Primary School aims to promote prosocial behaviour through a culture of mutual respect and sharing that underpin our vision. The school community of governors, staff, parents and pupils adhere to an established routine and code of conduct. We see education as a partnership. Staff are committed to excellence, aiming to achieve a spirit of trust and cooperation. We expect the highest values and standards of behaviour inside and outside the classroom, as well as outside the school and in any written or electronic communication by all parties concerning the school.

Learning Behaviours

We have high expectations of pupil behaviour and we believe that:

- The most effective learning takes place when children feel safe, secure and happy.
- The most effective discipline is self-discipline not imposed discipline.

Children are encouraged to:

- Learn to be responsible for their own learning and behaviour.
- Show consideration for the welfare and rights of both other children and adults.
- Be aware that bullying is unacceptable and will not be tolerated.

Good discipline will be maintained if parents and teachers have the same standards and provide good role models for the children and we expect all parents who accept places for their children to fully support our school policies. The general standard of behaviour is the collective responsibility of all stakeholders.

Good behaviour and discipline are essential for effective teaching and learning to take place.

It is our aim to:

- Ensure we put others first.
- Respect the rights, values and beliefs of children and adults as individuals and support their self-esteem
- Foster and promote good relationships, respect for others and a sense of belonging to the school community so we can ‘grow together’.
- Provide a well-ordered environment in which all are fully aware of behavioural expectations
- Offer equal and equitable opportunities in all aspects of school life and recognise the importance of different cultures and religions
- Encourage, praise and positively reinforce good relationships, behaviour and work
- Not accept any conduct involving bullying and harassment

- Develop strategies to eliminate inappropriate behaviour both within and outside the classroom (including offsite visits)
- Care for and take a pride in the physical environment of the school
- Work as a team, supporting and encouraging one another
- Create and monitor individual social plans (in partnership with parents) where appropriate to support and enable children to modify behaviour.

Our aim is to reduce antisocial behaviour by promoting prosocial behaviour. Prosocial behaviour means positive behaviours which re-enforce and maintain positive interactions. For example, helping, sharing and caring for others and themselves.

We can do this by:

- Expecting, recognising, praising and rewarding good behaviour
- Modelling good behaviour
- Advising parents of good work or behaviour
- Highlighting good work or behaviour e.g. in Celebration time
- Providing a challenging and stimulating curriculum designed to enable all to flourish
- Encouraging children to reach the highest standards of personal achievement
- Recognising and being constantly aware of the needs of each individual child according to ability and aptitude
- Enabling children to take increasing responsibility for their own learning and actions
- Ensuring that learning is progressive and continuous
- Taking prompt appropriate action to deal with antisocial behaviour
- Working collaboratively with a shared philosophy and commonality of practice
- Provide a positive ethos to encourage good behaviour
- Applying rules firmly, fairly and consistently
- Clear and consistent understanding and application of school expectations (on the school site and when on trips)

Our Rules

At Gretton, we have five Golden Rules, which are expected to be followed daily within school:

Gretton's Golden Rules

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

As a consequence of following The Golden Rules, children will build strong relationships, experience what it means to live as a member of an open and generous community and benefit from a calm and secure learning environment.

Whole school strategies

In all classes to ensure children are engaging with the teaching and learning, all adults will use the same instructions -

1. Stop (stop sign with hand)
2. Everything down (lower with both hands)
3. Eyes on me (point to eyes)

As children enter the room in the morning it is important that the class teacher is on the door to meet and greet. A member of staff needs to then be on the door following each break to welcome the children in; to ensure they are ready to learn and pass on the instruction for the start of the lesson.

In wider school situations -

Hand up and wait for pupils to respond

Language –

‘What should you be doing?’ to children off task

At Gretton, we use lots of praise, thank children for doing the right thing.

We need to be ‘catching children in’ making good choices, following instructions and upholding the golden rules.

Classroom practice

As a school we will use a range of questioning techniques – Walkthru / EEF.

There is a focus on oracy within lessons, we need to ensure that children are given an opportunity to talk to partners, in groups or as feedback.

Within the class children use follow the 3B’s before me (Adult support) -

Board

Book

Buddy

All classes are expected to have a task for children in every lesson that those who finish can move on to and is related to the learning. E.g. in Owls maths with MTC this could be times-tables work.

Classroom seating

Within the confines of the individual classroom, it is important that the seating allows for focus, discussion and mixed abilities. It is the adult that needs to be active and ensure that they are mobile around the room to work with a variety of individuals and to increase independence for those that rely on support. Activities should lend themselves through adaptations to have a certain amount of independence at all levels. The seating also needs to be changed at least once a half term to ensure that working partners change and children make a range of relationships and interactions.

KS1 – carpet space to be maintained.

Rewards

We praise and reward children for prosocial behaviour in a variety of ways, both verbal and non-verbal. We seek to acknowledge and reward those children who are displaying the school values, living out our vision and keeping the school rules. We do this in the following ways:

Instant Feedback

At Gretton, all staff strive to give instant praise and oral feedback throughout the day to highlight prosocial behaviour. This also serves to highlight to other children excellent models of good standards of behaviour and attitudes to learning.

Class Dojo

Each child has their own ‘dojo’. This is displayed on an interactive whiteboard in every classroom. Each pupil has opportunities to earn ‘dojo points’ for demonstrating positive attributes in relation to behaviour and learning attitudes. Parents can view how many dojos their child has earned every day. Children can save their ‘dojo points’ to spend at the ‘dojo shop’ on a Friday afternoon.

Golden Rule Stickers

Children who demonstrate that they are living out our Golden Rules may be rewarded a special Golden Rules sticker given by the Headteacher at a Friday Celebration Assembly.

Good work certificates / Trophies

Gold Book certificates are used to celebrate positive behaviours, as well as good work. These are presented on a Friday in Celebration Assembly.

Houses

Children are allocated a 'House' on entry to the school (all based on local hills) – Langley (red), Sudeley (yellow), Cleeve (Green) and Stanley (blue). Siblings are given the same 'House' – these are used to develop group unity. Children can collect points for their team if they acquire a dojo. At the end of the half term, points are added up and a non-school uniform day is then awarded to the 'House' with the most points.

'Houses' are also used on the annual Sports Day – points are collected for placements in races and the winning 'House' is awarded a trophy.

Restorative Practice

We aim to use restorative practice to help children replace antisocial behaviours with prosocial behaviours. We recognise that as we 'AIM HIGH' there will be times when we will make both wise and unwise choices or times when our dysregulation may affect ourselves and others. Learning to understand the reasons for our behaviour and the effect of our choices on ourselves and others is key to restoring positive relationships and developing prosocial behaviours. Overall responsibility for a child's behaviour should be shared between the child, parents and school staff, with all working together in the best interests of the child.

Our first focus is to help the child understand the reasons for and the impact of their behaviours. They then need to take responsibility and be accountable for their actions. To this end, restorative conversations will be used to help the child reflect on the reasons for their behaviour and their impact on themselves and others. Resources, found in the appendix, can help staff structure these conversations.

The child will then be asked to consider what they feel may be appropriate restorative actions and consequences for their behaviour. Consequences should always be logical and proportionate to the issue that has arisen. This discussion may, where appropriate, involve others affected by the behaviours. All restorative conversations and consequences will be carried out in as private as possible manner but it is important that all involved know there has been a consequence and the relationship between both parties has been repaired.

After discussion with all those involved in the incident, the staff member dealing with the situation will then decide on appropriate next steps, which may be one or more of the following (this is not an exhaustive list and it is given in no particular order):

- A collaborative approach of support for the child, e.g. identifying the needs of the child and ways of averting such behaviours in the future, discussing how to manage their emotions better, improving communication skills, understanding the needs of others
- Apologies to those affected by the behaviour (oral or written)
- Restorative actions to 'put things right'. E.g. inviting someone to play with them.
- Further conversations between the child and a member of senior management
- A meeting with parents to discuss the behaviour and needs in more detail
- Loss of playtime with peers
- Loss of any other privilege in school (e.g. participation in a special event)

Serious Anti-social Behaviours

In all instances of serious anti-social behaviours, senior leadership should be informed as soon as possible. In most cases, senior leaders will take a lead in the restorative conversations and follow up actions.

Swearing

Swearing is never acceptable at Gretton. Staff should deal with swearing by:

- Dealing with the situation privately.
- Reminding the pupil that swearing is unacceptable and the reasons why.
- Exploring the reasons for the use of this language and offering support and guidance when needed.
- Use of restorative practise to resolve the situation where the swearing was witnessed or directed at others.
- Staff members deciding on logical and proportionate consequences, based on the individual situation.
- Informing parents
- Recording the incident on CPOMS.

Dangerous Physical Behaviour

It is important that all staff and pupils are kept safe within the school, therefore, dangerous physical behaviour needs to be managed appropriately to achieve this. If a pupil is demonstrating dangerous physical behaviours they are likely to be at crisis point and staff will need support.

If a pupil is demonstrating dangerous physical behaviour:

- Remove all other pupils from the area to keep them safe. Ask a member of staff to stay with the other pupils in the class.
- Ensure another member of staff stays with you but both move out of the way of the pupil as much as possible. Step back and away from the pupil wherever possible.
- Always be mindful of safe proactive working practices (stance, proximity, awareness of exits, gateways)
- Use minimal language when pupil is at crisis point
- Seek support
- Do not try to stop the pupil from doing something dangerous if it will put you into danger.

If there is a clear danger to a member of staff or pupil, even if it is not part of a plan, the law authorises the use of reasonable force. At Gretton, reasonable force is defined as physical intervention used as a last resort to maintain safety that uses the minimum amount of force for the shortest possible amount of time without causing panic or pain. Any restrictive intervention must be recorded using the Physical Intervention reporting form and parent(s)/carer(s) notified.

Examples of dangerous physical behaviour:

- Hitting, kicking, biting, scratching, spitting, pushing, and punching
- Strangling
- Using objects to throw or hit
- Sharp objects used to cause harm

Once the pupil has calmed and regulated:

- A conversation should be had with the pupil about their behaviour, why they were acting dangerously, how they were feeling and how we can help them.
- Staff can explain expectations at this point if it is appropriate.
- Pupil and staff can come up with and agree on some strategies that will help the pupil to avoid reaching crisis point again, or to deal with the situation if they do reach crisis point again.
- Restorative practises can be implemented and consequences decided.

- A CPOMs incident report should be completed.
- Parents must be informed.

Damage to Property

If a pupil is found to have damaged property, restorative practice should be used to decide on logical and proportionate consequences. Serious incidents should be recorded on CPOMs and parents should be informed.

Non-compliance

It is expected that pupils will complete tasks requested by an adult that are reasonable and within the pupil's ability to complete. There is a range of factors that could affect this including regulation, relationships, positive or negative feelings, and previous experiences. It is important to have the expectation of compliance with adult direction, however we need to be mindful at all times that an adult's request is reasonable, purposeful and within the scope of the individual pupil's ability.

Non-Compliance should be dealt with by:

- Staff should explore the feelings underlying the refusal to complete the task.
- Speaking to the individual and reminding them of school expectations.
- Staff should explain why it is important for the task to be completed and the reasons behind the activity.
- Staff should explore why the pupil is not willing to complete the task presented. Staff should work with the pupil to find alternative ways to support them to complete the task comfortably. E.g. is it too hard? Do they want to complete it alone? Think about the environment - is it too loud for them? Etc.
- If a pupil remains non-compliant, give the pupil another option of an activity they can comply with. Some pupils may need a sensory activity to regulate before they are able to complete the initial task presented to them.
- The task should be completed by the pupil during the day or as soon as possible thereafter, once they have been supported to re-regulate.

If disruptive behaviour occurs a protective consequence will need to be put in place to prevent harm to others. Wherever possible, this should be agreed in conjunction with the class teacher. This will normally mean leaving the classroom for a short period of time (with or without an adult as appropriate to the individual pupil).

The staff member should support the pupil to regulate their behaviour outside the classroom by giving them different options to calm e.g. go for a walk, take a movement break, and sit alone for a while.

There is usually a reason for non-compliance and staff must work with the individual to understand the reason behind this behaviour.

E-safety

The e-safety of children (and members of staff) is paramount in all situations. If a child's actions endanger the safety of others, the class teacher will stop the activity and the child will not take part in the rest of that session.

Fixed-term and permanent exclusions

'For the vast majority of pupils, suspensions and permanent exclusions may not be necessary, as other strategies can be used to support the pupils to show prosocial behaviour. If these approaches towards

behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff can work in safety and are respected' –

The school follows the DFE Guidance: Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England (September 2023) – Appendix 1

Only the Headteacher has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child 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 child, s/he informs the parents immediately, giving reasons for the exclusion. The school informs the parents how to appeal against the decision.

The Headteacher informs the LA and 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 child or extend the exclusion period made by the Headteacher.

The Headteacher keeps a record of any child 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.

Malicious allegations against staff

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy. The headteacher will also consider the pastoral needs of staff accused of misconduct.

Recording, Support and Monitoring

CPOMS

When pupils demonstrate serious antisocial behaviours, this will be recorded onto CPOMS. The senior management team, including the SENDCo, receive alerts for all entries on CPOMS and will monitor individual pupils to ensure their needs are met. They will also use CPOMS to look for any evidence of recurring incidents that may indicate bullying.

The Headteacher monitors behaviour on a regular basis by conversations with staff and monitoring CPOMS. They regularly report to the governing body on any emerging issues and, if necessary, making recommendations for further improvements.

Behaviour Plans

On occasion, it may be necessary for a pupil to have their own Behaviour Plan if they have additional needs. The teacher will create this and it will be reviewed at least every half term and shared with parents and relevant staff.

Date of policy: April 2025
Date of review: April 2026

This policy was formulated in consultation with the Headteacher and teaching staff.
This policy was accepted by the Governing Body at their meeting on XXXXXXXX and will be reviewed annually.

APPENDIX:

1) [Suspension and permanent exclusion guidance September 2024 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/123456/suspension-and-permanent-exclusion-guidance-september-2024.pdf)

2) Restorative Practise Resources

a) Restorative practices centre around a set of key questions that help children think about their behaviour and understand how they can correct it:

- What happened?
- What were you thinking and feeling at the time?
- What have you thought about it since?
- Who has been affected and in what way?
- How could things have been done differently?
- What do you think needs to happen to make things right?
- What support do you need to help you do this?

b) Use a 0 – 10 scale to assist in restorative conversations. For some children, using a scale with pictures of facial emotions may help.

- Where do you think your feelings are on this scale?
- Where do you think the feelings of _____ are on this scale?
- Where would you like to be in this scale? How can you help to move yourself to this position?

To facilitate this process, staff need the ability to:

- establish a respectful rapport with people;
- listen and respond calmly, empathically and without interruption or judgment to all sides of an issue;
- inspire a sense of safety and trust;
- encourage pupils to express their thoughts, feelings and needs appropriately;
- appreciate the impact of people's thoughts, feelings, beliefs and unmet needs on their behaviours;
- encourage those involved in the problem to find their own solutions.