

# Grovelands C P School



## Behaviour Policy

September  
2020

## **Grovelands Community Primary School - Behaviour Policy**

Grovelands School seeks to foster warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence. We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same.

We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities.

### **This policy aims to:-**

- **Provide a consistent approach to behaviour management**
- **Define what we consider to be unacceptable behaviour, including bullying**
- **Outline how pupils are expected to behave**
- **Summarise the roles and responsibilities of different people in the school community with regards to behaviour management**
- **Outline our system of rewards and sanctions**

All staff must follow the Grovelands School Behaviour Policy.

We expect our children to behave in a polite and thoughtful manner to all members of the school community. The best way to ensure good behaviour is to be a good role model for the children and to develop positive relationships with them by being fair, consistent and listening to what they have to say.

### **At Grovelands Community Primary School we will not tolerate:**

- Deliberate spitting (risk of transmission of disease i.e. Covid 19)
- Acts of violence towards other children and adults
- Fighting
- Bullying
- Cyber bullying
- Swearing
- Stealing
- Verbal abuse or rudeness to other children or adults
- Discriminatory behaviour
- Acts of vandalism
- Classroom disruption

### **Roles & Responsibilities**

**The Governing Board** will establish in consultation with the Head Teacher, staff and parents/carers the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to pupils and parents, is non-discriminatory and the expectations are clear.

Governors will support Grovelands Primary School in maintaining high standards of behaviour.

**The Headteacher and Deputy Head Teacher** will be responsible for the implementation and day-to-day management of the policy and procedures.

**Staff (including teachers, support staff and student teachers)** will be responsible for ensuring that the policy and procedures are followed consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential so that a high quality learning environment is created in which children develop self-discipline and personal responsibility.

**The Governing Board, Headteacher and Staff** will ensure there is no differential application of the policy on any grounds particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.

**Parents and Carers** will take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with Grovelands Primary School in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy.

**Pupils** will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Pupils also have a responsibility to ensure that any incidents of disruption, bullying and any form of harassment are reported.

### **Approach to Behaviour**

We will reward desirable behaviour with praise and tangible rewards and will impose consistent, clear and unavoidable sanctions for unacceptable behaviour.

It is extremely important that parents understand and support the school's behaviour policy and help their children understand why respecting this policy is important for the well-being of every pupil and the smooth running of the school.

There may be rare times when parents do not agree with the chosen consequence. In such cases, while the school will be willing to discuss the matter, we hope that parents will nonetheless support the school's decisions.

### **A - RIGHTS AND RESPONSIBILITIES**

The School Council created the rights and responsibilities for every child. The school community has agreed to these Rights and Responsibilities to promote a positive school ethos and culture for learning.

These Rights and Responsibilities are displayed clearly in each **YEAR GROUP AREA** to emphasise our whole-school approach to behaviour:

### **Key Stage 1**

<b>Right</b>	<b>Responsibility</b>
You should feel protected, loved and respected.	You should show love and respect to others.
You should be able to be educated.	You should learn as much as you can, and help others learn.
You can make mistakes.	You should learn from your mistakes.
You should be able to express your own thoughts and ideas.	You should respect other people's thoughts and ideas.
You should expect the school and equipment to be clean and tidy.	You should keep the school and equipment clean and tidy.
You should be able to relax, play and join in with lots of various activities.	You should include everyone in your games and activities.
You should expect to be listened to.	You should listen to other people.

## **Key Stage 2**

<b>Right</b>	<b>Responsibility</b>
You have the right to be protected, loved and respected.	You have the responsibility to show love and respect to others.
You have the right to be educated.	You have the responsibility to learn as much as they can and help others to learn.
You have the right to make mistakes.	You have the responsibility to learn from your mistakes.
You have the right to freedom of thought and religion.	You have the responsibility to respect other people's thoughts and religions.
You have the right to a clean environment with good equipment.	You have the responsibility to look after your environment and equipment.
You have the right to relax, play and join in with a wide range of activities.	You have the responsibility to include everyone in your games and activities.
You have the right to be heard.	You have the responsibility to listen to other people.

## **B - POSITIVE REWARDS**

Class teachers are responsible for creating a positive ethos through praise and rewards for good work and desirable behaviour as follows:

### **Verbal Praise**

Specific positive feedback concerning behaviour can motivate individuals and those around them keen to mirror the schools behaviour expectations.

### **Good to be Green**

The '**Good to be Green**' approach is consistently applied in every classroom across the school. Each child's name begins on green and can be moved up to silver and gold for positive behaviour and down to yellow, orange and purple for unwanted behaviour.

Children can move their names up and down on the Good to be Green chart to reflect their behaviour and this provides an opportunity for children to turn their

behaviour round.

Slips will be sent home to celebrate the achievement of Silver and Gold. Orange and purple slips and red card letters will be sent home to notify parents of unwanted behaviour.

### **Head Teacher's award**

On two Fridays out of every three, on a rotating basis, each class teacher will nominate two pupils from their class to receive a Head Teacher certificate for good work or behaviour. The children will be presented in front of the rest of their house in the hall and their photograph will be displayed on the house boards.

### **Green tokens/House Points**

House points are issued when a member of staff sees positive work or behaviour. Up to 3 house points can be issued at once for an exceptional piece of work or exemplary behaviour. These are placed in the box of the child's House in the main hall and are levelled weekly to determine points for Ash, Oak and Beech Houses. Each week house points are counted and the house cup is awarded to the winning house in Whole School Assembly.

### **Golden tokens**

MDSA staff will have these to reward children at lunchtime for good behaviour, table manners, friendships and kindness etc. These are worth 5 House Points each.

### **Golden Time**

Golden Time takes place on Friday afternoon. All classes can earn up to 30 minutes of Golden Time. This can be achieved by the class working together to gain the best learning opportunities every day. Teachers will add the minutes to the golden time board daily. Children who have moved their name onto Orange, Purple or Red will not have time taken from Golden Time, as they will incur appropriate sanctions as outlined in this policy.

Golden time activities should encourage social skills, team work and co-operation and be seen as a valuable part of the curriculum.

## **C – CLASSROOM SANCTIONS AND INTERVENTION**

**All sanctions are given in respect of breaching the rights and responsibilities of our school and the unacceptable behaviours listed below:**

- Acts of violence towards other children and adults
- Fighting
- Bullying
- Cyber bullying
- Swearing
- Stealing
- Verbal abuse or rudeness to other children or adults
- Discriminatory behaviour
- Acts of vandalism
- Classroom disruption

Before giving sanctions, teachers should reflect on the following:

- Whether there is adequate challenge in the work they have set
- Whether their organisational structures support the children to manage their choices
- Whether their guidelines and boundaries are clear enough, with high expectations

Children are reminded of how their behaviour affects their learning and the learning of their classmates. Children understand that negative behaviour results in negative consequences. The purpose of intervention is not simply to punish but to modify behaviour. Persistent bad behaviour can indicate an underlying problem, which needs investigation. If a child persistently behaves in an unacceptable manner the class teacher will be supported by the leadership team and other staff.

If support is required for intervention then please contact the member of SLT who is on duty. In cases of serious concern the support and advice of the inclusion manager or other outside agencies may be sought.

Each class from each year group (including Reception) has a 6 tier behaviour system: Gold, Silver, Green, Yellow, Orange, Purple.

Gold – Exceptional positive behaviour

Silver – Above expected behaviour

Green – Expected behaviour

Yellow – Verbal warning that child is not making the right choices and behaviour is becoming negative

Orange – Behaviour continued after verbal warning (Behaviour slip sent home)

Purple – Consistently failed to comply with behaviour policy (Behaviour slip sent home)

A **purple card** incurs a break time detention which will take place in year groups supervised by a teacher from that year group.

In some cases (to be decided by the class teacher and/or inclusion manager) children may need additional measures before the behaviour system is employed. These may include:

- Extra verbal warnings
- Very clear choices
- Time-out to calm down (supervised by an adult)
- A behaviour chart
- Reward time
- Time spent in another class/year group

All incidents of unwanted behaviour must be recorded on MyConcern.

### **SEND children**

SEND children with persistent behavioural difficulties may need a personalised behaviour and consequences chart, with specific, smart targets and rewards/consequences for a limited period of time. At times, SEND parents may be

called into school to go through the incident with the children and management staff, unless it is deemed inappropriate to do so for PHSE reasons.

### **Nursery**

Behaviour is understood as an emotional response to how children are feeling; during times when children are struggling to manage emotions, nursery staff encourage children to use calm spaces where they can explore sensory stimuli, whilst developing an awareness of calmness. Careful use of language and verbal response is used to promote self-esteem and assists in developing children's understanding that they can change their behaviour, whilst maintaining a positive attachment to familiar adults. The staff enable the children to develop strategies to self-regulate using mindfulness techniques such as 'belly breathing' and learning parts of the brain.

Where necessary, key staff will work closely with the nursery SENCO to develop personalised 'support and engagement plans.'

### **Stages for Support**

Class teacher employs behaviour management strategies. If behaviour does not improve the situation is reported to:

- Phase Leaders
- Head teacher or Deputy Headteacher

If the child is likely to hurt themselves, others, or damage furniture, staff should send for additional adult support to the Head Teacher's, Deputy Head Teacher's or school office, by sending the Red Triangle, available in all areas of the school.

### **Red Cards**

Red cards will be issued when serious behaviour incidents have occurred. Either the class teacher or a member of Senior Leadership Team will share the incident with parent via a red card letter and in person/telephone.

If an incident happens at playtime and the MDSA or TA thinks the incident is possibly serious enough for a red card they will inform teaching staff who will decide if a red card should be issued.

If the behaviour occurs before lunchtime the parents will be contacted by phone so the immediate lunchtime and playtime can be missed. For incidents that happen at or after lunchtime, the following lunchtime and playtimes will be missed.

When negative behaviour is noticed by or brought to the attention of the **teaching** staff, the chain of response is as follows, with a 'new start' made each term.

### **Red Card Sanction:**

- Parents are informed via letter and in-person/ phone call
- Red card letter photocopied and put in Kathleen Swaine's (DHT) pigeon hole
- Pupil sits on Red Card table to eat lunch with Kathleen Swaine \*
- Claire White works with pupil reflecting on behaviour/incident

- Reflection sheet (Appendix A) completed by Kathleen Swaine \* and pupil
- One copy of Reflection sheet sent home, one to be filed with Red Card letter in pupils buff file.
- Pupil discusses Reflection sheet before returning to afternoon lessons
- Behaviour and outcome added to MyConcern

\*or member of the Senoir Leadership Team

Playtimes will be spent outside Headteachers office.

### **Sanctions relating to the issue of red cards**

Red Card incidents have more serious sanctions. In exceptional circumstances a teacher may decide that the poor behaviour will be more effectively modified by adopting the sanctions appropriate to a third or fourth red card at an earlier stage.

#### **1st Incident**

- Red card is given to the pupil. The teacher should write the details of the incident on the back of the card so that everyone is clear as to the nature and seriousness of the incident.
- The pupil misses the next playtime and lunch time
- The class teacher will inform the parents either by phone, in person or by letter. There will be a standardised letter available for the staff to complete (Appendix B).
- The incident and the method of reporting it to the parent/carer is recorded on MyConcern.

#### **2nd Incident**

- Red card is given to the pupil. The teacher should write the details of the incident on the back of the card so that everyone is clear as to the nature and seriousness of the incident.
- The pupil misses two days of play times and lunch times.
- The class teacher will inform the parent again as before.
- The incident and the method of reporting it to the parent/carer is recorded on MyConcern.

#### **3rd Incident**

- Red card is given to the pupil. The teacher should write the details of the incident on the back of the card so that everyone is clear as to the nature and seriousness of the incident.
- The pupil misses three days of play times and lunch times.
- The pupil is put on report. They are given a report card available at the end of this policy (Appendix C), which has space for staff in class and on duty to record, that the behaviour has been sensible for 5 consecutive school days.
- The class teacher will inform the parents that the pupil is on report and they will be asked to come to school to discuss the situation.
- Teachers comment on the report sheet/Senior Leadership Team sign to say the report has been seen at the end of every break by initialing the card with the date; giving a rating of behaviour from 0 - 5, where 0 is unsatisfactory and 5 is very good/ without problems after each lesson.
- If another incident (red card) occurs during this time, the pupil moves straight to internal exclusion for 2 days.

- If the report week is not successful, a week of automatic internal exclusion will follow.

#### **4th Incident**

- When pupil is given a 4th red card, the teacher records this and arranges with the Deputy Head teacher for a special timetable to be followed by the pupil for one week. This will involve the pupil in spending class time in other year groups and playtimes in detention. Taking playtime on a playground different from their own is an option that can be taken at the class teacher's discretion.
- Head teacher/Deputy will contact home outlining the concerns that we have and ask the parents to make an appointment to see the Head teacher/Deputy along with the class teacher.

#### **Keeping Records**

A red card letter should be sent home to the parents and a copy of this letter should be placed on the child's school file. It is essential records of the incident/s and the sanction given be recorded on MyConcern.

#### **Exceptional circumstances and extremely challenging behaviour**

It is possible that there may be circumstances where careful adherence to the behaviour policy and guidelines has failed to be effective.

Such cases will be treated on an individual basis. The class teacher, support staff, Senior Leadership Team and outside agencies will work together to modify behaviour. It will be the responsibility of the class teacher to keep all staff informed and MyConcern updated of the strategies adopted so that consistency in response is assured. Copies of all behaviour and consequences charts for SEND children should be placed in the yellow folder in the staff room, and updated as and when necessary. Pupil Passport profiles to be completed, and put in the yellow folder.

The following strategies will be considered:

- Meeting of all involved, including parents / carers, to draw up Behaviour and Consequences charts. This to be reviewed regularly.
- Designation of a member of the Senior Leadership Team to be the first point of contact in exceptional circumstances.
- Limited access for the child to whole class teaching on a planned basis.
- Extra one to one support, if possible.
- SEND staff and class teacher to plan appropriate differentiated work.
- Daily plans and targets with appropriate rewards.
- Extra training for staff.
- Application for an Education, Health Care Plan in the longer term, if appropriate.
- At least weekly liaison with parents/carers.
- Home - school books, WOW or Good News books.
- Lunch time provision e.g. Nurture group, Lego Club or All Star club
- Assess a pupil's needs in response to the Special Educational Needs Code of Practice, as set out in the Grovelands CP School local offer and complete an SEND matrix review to inform adjustments and interventions.

#### **Crisis Management**

Written guidelines cannot cover every eventuality and the professional judgement

of individual staff will always be critical in assessing the risk factors inherent in a given situation.

Information and advice on judging risk and taking acceptable, safe action is found in the school policy on Physical Contact and Restraint. This school uses the 'Team Teach' approach and training has been provided onsite. If positive handling is required, staff complete a Positive Handling Form, and inform parent/carer the same day.

In addition the school agrees that:

- Members of the Senior Leadership Team are available to help in a crisis. The Duty timetable is posted in the staff room.
- If a child leaves the school premises without permission the Headteacher or Deputy is informed. They will confirm that the child is not in the school or the grounds. The police will be contacted, and the parents will be informed immediately.
- In extreme circumstances if a child acts violently in a lesson, endangering others and cannot be controlled, the teacher should ensure the safety of the other children and themselves. This may involve:
  - Sending a child for help from other staff
  - Issuing instructions for the child to stop, clearly using their name.
  - If circumstances allow, removing the child from the area where they are causing disruption and only restrain the child in line with the Guidelines on Physical restraint (policies are kept in staff hand books and in the 'School Policies' file in the staff room).
  - If necessary taking the class out of the room, leaving the child with an adult.
  - Reassuring the class afterwards.

It is acknowledged that at these extreme times a teacher cannot guarantee the health and safety of the child concerned. They will use the strategies outlined to ensure as far as possible the safety of other children and themselves. The power to use **reasonable, necessary and proportionate** force (in line with Team Teach training) will only be used when all other options have failed, such as distraction, ignoring, etc, and the child's actions are a high level of concern for the safety of themselves, others or damage to property. Parents/carers will need to receive an honest report of any incident including concerns raised. The school's Use of Reasonable Force form must be completed, and staff involved given the opportunity to reflect upon the incident together within 24 hours.

## **Exclusion**

### **The school follows the DfE and ESCC guidance**

Only the Head Teacher can exclude a pupil from school. Exclusion should not be decided in the heat of the moment although a rapid response can be made if there is an immediate risk to the safety of others in the school or the pupil concerned. A decision to exclude a child will be taken if:

- the pupil seriously breaches the school behaviour policy in a violent way;
- a range of alternative strategies have been tried and failed;
- If allowing the pupil to remain in school would seriously harm the welfare of the pupil, other pupils, or staff.

Exclusion can be in response to a single very exceptional incident or more usually as

a result of a number of incidents growing in seriousness over a period of time.

Before reaching a decision the Head Teacher will:

- Consider the written evidence. If there is doubt that the pupil actually did what is alleged the pupil will not be excluded.
- Allow the pupil to give their version of events.
- Check whether racial, sexual or other forms of harassment provoked the incident and take these into consideration.
- If necessary consult others.

The class teacher of an excluded pupil is required to set and mark work for the duration of the exclusion period in line with the DfE recommendations. Fixed term exclusions cannot exceed 15 days in a single block and 45 days in a school year. In any event after 6 days of exclusion the child is required to follow an education programme at a school.

### **Searching and Screening**

Grovelands School adheres to guidance from the Department for Education 2018. The Head teacher and teaching staff have a statutory power by law to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- Knives
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- And any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (include the pupil).

### **Confiscation School**

Staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

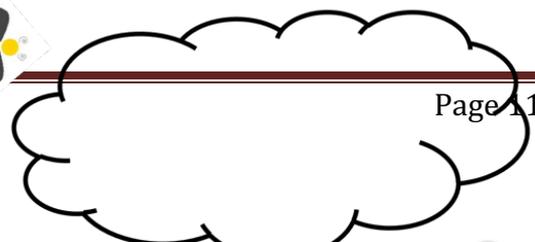
Schools can also search with pupil's verbal consent for any item under common law. Schools are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or locker and for the pupil to agree. Any banned or prohibited items found will be confiscated and any sanctions will follow the schools behaviour policy. Department on the items confiscated these will be returned to the parents of the child.

Appendix A

### **Grovelands School Pupil Reflection Sheet**

1.

What happened? Write or draw what happened



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**APPENDIX B – LETTER TO PARENTS/CARERS**

Dear Parent/Guardian

I would like to inform you that today.....received a red card. This is the 1st/ 2nd/ 3<sup>rd</sup> red card received this term.

..... was given a red card because  
.....

.....

.....

I trust that you will explain the importance of keeping to the school rules, as we have done today. A copy of them is on the back of this letter.

Thank you for your support in this.

Yours sincerely,

Class teacher

**Please complete and return to your child's teacher.**

I have received the letter from School today concerning the red card.

I would/would not like to make an appointment to see the class teacher to discuss this.

Child's name: .....

Class.....

Signed ..... (Parent/Guardian)

## Appendix C – Report Card

Report Card for .....

Class..... Date.....

Day	Session 1	Session 2	Session 3	Session 4	Session 5
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

Please initial & date each session throughout the week giving a "rating" of behaviour from 0 - 5, where 0 is unsatisfactory and 5 is very good / without problems. Please send the pupil with their card to see the Head or Deputy Head Teacher each day.