



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:

- o To help pupils develop self-confidence and self-discipline
- o Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- o Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- o Outline the expectations and consequences of behaviour
- o Provide a consistent approach to behaviour management that is applied equally to all pupils

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.
- Provide a safe and calm learning environment
- Model expected behaviour and positive relationships
- 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.
- Implement the behaviour policy consistently
- Challenge prejudicial attitudes.
- Provide opportunities for pupils to have responsibility and show initiative.
- Provide a personalised approach to the specific behavioural needs of particular pupils.
- Record behaviour incidents promptly

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.
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Be aware of school behaviour policy / rules and expectations.
- Take part in any pastoral work linked to behaviour (for example, attending reviews of specific behaviour interventions, support training recommended /provided)
- Teach their children how to behave in a variety of situations.
- Be good role models for their children.

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to support behaviour.

Our School Rights (Pocket Principles) and Excellent Behaviour Principles

At Grove Lea Primary, we have three simple principles that underpin our behaviour policy – Safe, Respect, Learn. These are underpinned by our school motto. 'If it is to be, it is up to me'.

We also follow the Excellent Behaviour Principles of Excellent Walking, Excellent Listening and Excellent Manners. Adults throughout school model, maintain and promote the excellence in behaviour principles.

Each of these principles are designed to be easy to understand for all children, parents and stakeholders, so that our school community upholds these principles consistently.

What are the 3 Pocket Principles?

1. Be Safe
2. Be Respectful
3. Be Ready to Learn

What are the 3 Excellent Behaviour Principles?

1. Excellent Walking
2. Excellent Listening

3. Excellent Manners		
Excellent Walking: Face forward Arms by our sides Walking calmly and quietly	Excellent Listening: Face forward Answer questions Track the speaker	Excellent Manners: Greet each other politely Say please & thank you Use patience & empathy
Staff Commitment		How do we show recognition?
We will: Apply the behaviour policy fairly and consistently. Adopt a warm strict approach to behaviour management. Teach and model positive behaviour and relationships. Refer to “Safe, Respect, Learn” Remind children of the criteria for each of the Excellent Behaviour Principles. Recognise children making the correct choices and show our approval promptly. Adapt the ways we give praise to meet individual needs. Never ignore or walk past learners who are behaving incorrectly. Communicate & liaise with parents/carers and other agencies, in line with the policy.		We will: Give smiles & thanks State “Excellent Walking, Excellent Listening, Excellent Manners” Give verbal praise for excellent behaviours Give dojos, class champions, team points, Share recognition awards in assembly Share recognition with parents Head of School stickers / postcards

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.

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.

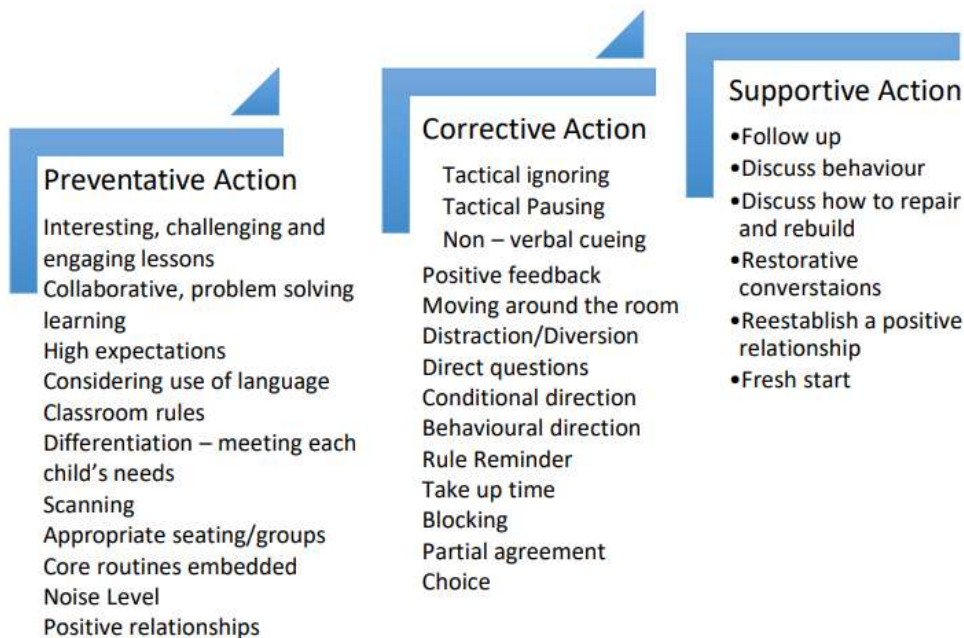
Emotion Coaching is embedded in our school practice to help children to:

- 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
- 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
- Adults support children in the co-regulation of their behaviour
- 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 Head of School 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 Head of School 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.

Permanent Exclusion

Permanent exclusion should only be used as a last resort. A decision to exclude a pupil permanently should only be taken:

- in response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Parents / carers may attend the meeting with a friend. Those involved will usually be the parents/carers, Head of School, Chair of the Governors or the Vice-chair, other teachers, such as the class teacher. Parents also have the right to request a meeting with the school governors. If they wish to do that, they must make a written request within 7 days of the case conference, sending the letter to the Clerk to school governors. The letter should give reasons for the request.

At the Head of School's discretion, a case conference may be organised.

The purpose is to:

- allow parents/carers and child to hear the reasons for the exclusion and to ask questions;
- enable parents/carers to provide information and express their views; or
- consider the circumstances and reach agreement, if possible, about what is to be done.

Notifying appropriate bodies regarding exclusions

The Head of School must, without delay, notify the governing body and the local authority of:

- a permanent exclusion (including where a fixed period exclusion is made permanent);
- exclusions which would result in the pupil being excluded for more than five school days (or more than ten lunchtimes) in a term; and
- exclusions which would result in the pupil missing a public examination or national curriculum test.

The governing body has a duty to consider parents' representations about an exclusion. The requirements on a governing body to consider an exclusion depend upon a number of factors.

The governing body must consider the reinstatement of an excluded pupil within 15 school days of receiving notice of the exclusion if:

- the exclusion is permanent;
- it is a fixed period exclusion which would bring the pupil's total number of school days of exclusion to more than 15 in a term; or
- it would result in a pupil missing a public examination or national curriculum test

Positive Handling

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.

Positive Handling is an approach to resolving challenging behaviour by employing de-escalation strategies to ensure calm and safe outcomes. It involves the intervention of trained staff to prevent violence and injury. It may require the use of physical intervention as part of a reasonable response to threats of violence. Children may as a consequence be held in a variety of prescribed ways to ensure a calm and safe outcome to these challenging situations.

Physical intervention can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

Staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

We may use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- restrain a pupil at risk of harming themselves through physical outbursts

Child on Child Abuse

All staff are aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying);
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Sexual violence and sexual harassment;
- Sexting (also known as youth produced sexual imagery); and
- Initiation/hazing type violence and rituals.

Any incidents of abuse by children or young people should be taken as seriously as abuse perpetrated by an adult, and reported to the designated safeguarding lead or other nominated designated safeguarding staff immediately.

Bullying

Bullying is action taken by one or more children with the deliberate intention of hurting another child, either physically, verbally or emotionally over a period. Bullying is unacceptable and we recognise it can damage children's individual and educational needs.

We use the acronym **STOP** (several times on purpose) to help us to describe what bullying looks like.

We do all we can to prevent bullying, by developing a school ethos in which bullying is not tolerated under any circumstances.

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.

The school prohibits the following items:

- Lighters
- E Cigarettes
- Mobile phones

Mobile phones are prohibited in classes. We do recognise that phones can be used as a safety measure for children, in year 6, who walk to and from school. Therefore, Year 6 children who walk to and from school can bring a mobile phone and given to class teacher to be locked away for safe keeping during the school day and given at the end of the day.

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.

[illegible]

	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.



Appendix 1: Formal Behaviour Meeting proforma

FORMAL BEHAVIOUR MEETING

Name of pupil:		Date of meeting:	
Year:		Attended by:	

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Reason for meeting: (issues/ triggers)

What would improvements in this look like (refer to Pocket Principles)?

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What support will the school provide?

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What support will parents / carers provide?

Review date _____

To be completed at review:

--

What improvements have been evidenced (refer to targets set above)

Further action: **no further action** OR **behaviour contract to be put in place**



Appendix 2: Behaviour Support Plan

BEHAVIOUR SUPPORT PLAN

Name of pupil:		Date started:	
Year:		Written by:	

In the classroom:

External interventions:

Background and current support:

Why has behaviour support plan been put in place?

Parents of pupils on a behaviour support plan will be expected to support the school and the sanctions in place as required.

Parents will have a weekly discussion with a member of staff during the period that their child remains on this plan.

Child's targets	Support from school

Behaviour policy and sanctions:

If I....	Then I will.....

Support plan agreed on:

Signed by parent:

Signed by Head of School:
Appendix 3: Positive Handling Plan

Individual Positive Handling Plan

Name:		Completion Date:	
Year group:		Completed by:	
Environments & Triggers			
Describe the situations which have or may lead to an incident occurring:			
Behaviour & Risk			
Identify and describe the type of behaviour to be managed:			
Verbal Abuse	Spit	Slap	Pinch
Punch	Kick	Clothing grab	Arm grab
Body holds	Hair grab	Neck grab	Bite
Weapons/Missiles thrown	Self Harm	Other	
Description of behaviour:			
What is the level of risk associated with the behaviour:			
Low		Medium	High
Prevention			
Describe any changes to routines, personnel or environment which may reduce the likelihood of a serious incident occurring:			
De-escalation – Build Up / Pre-incident			
Verbal advice and support	Use	Avoid	Contingent Touch

Individual Positive Handling Plan

Firm clear directions		CALM talking / Silence	
Regulation		Time Out	
Limited Choices		Withdrawal	
Distraction		Consequence	
Diversion		Humour	
Reassurance		Success Reminders	
Planned Ignoring		Other	
Describe interests, words, and objects etc which may divert attention from, or diffuse, an escalating situation:			
Restrictive Physical Intervention (RPI)			
Identify the agreed RPI to be used in response to the specified behaviour:			
Steer Away (Caring C's – One Person)	Use	Avoid	
Friendly Hold (Two Person)			
Standing Single Elbow (Two person)			
Figure of Four (Two person)			
Standing Double Elbow (Two Person)			
Sitting Single Elbow (Two person)			
Changing Face / Colleague Help Script			
Restrictive Physical Interventions Not to Be Used			
As a result of the Person's health or past experiences are there any Restrictive Physical Intervention techniques which should not be used with the individual?			
Technique Not to Be Used	Reason		

Signature Head Teacher :	
Signature Chair of Governors:	
Date :	3.9.24