



Behaviour Policy

Policy Review	
Review schedule	3 years
Reviewing Committee	T & L
Date of Last Review	June 2015
Date of Next Review	June 2018

Headteacher signature	Date signed
Chair of Governors Signature	Date signed



Grove Road Primary School Positive Behaviour Policy June 2015

All young people, staff and other members of the school community have the right to feel safe at all times whilst in school. Good teaching and learning promote good behaviour and good behaviour promotes good learning. All children have the right to learn and to achieve their potential and all staff have the right to teach.

This policy should be read in conjunction with the following policies:

Anti – Bullying

Child Protection Policy

Equalities Policy

Restrictive Physical Intervention Policy

AIMS OF GROVE ROAD PRIMARY SCHOOL BEHAVIOUR POLICY:

- To promote a positive learning experience
- To ensure the safety and well being of all members of the school community
- To promote respect for the school environment
- To promote appropriate behaviour
- To teach pupils to have self-control and to be accountable for their actions
- To teach pupils that actions and choices have consequences
- To allow pupils to develop and demonstrate positive attitudes

Our Golden Rules

We are gentle – We don't hurt others.

We are kind and helpful – We don't hurt anyone's feelings.

We listen – We don't interrupt.

We are honest – We don't cover up the truth.

We work hard – We don't waste our own or other's time.

We look after property – We don't waste or damage things.

PROMOTING GOOD BEHAVIOUR

Our emphasis is on reinforcing the positive to promote good behaviour. It is important to show appreciation of the children who conform to the expected behaviour. The whole school community aims to promote good behaviour through praise, incentives and rewards.

Each class teacher operates a reward system to reward individuals linked to a whole school reward system that promotes a cooperative team ethos.

Behaviour Chart System:

The Behaviour Ladder is designed to give a clear visual cue to all children, to promote positive behaviour and support children struggling to behave appropriately to moderate their behaviour and make appropriate choices.

Each child has a name peg which is placed at the 'Blue Sky' level on the Behaviour Chart at the start of each day. To encourage positive behaviour the teacher may move children up the Behaviour Ladder to "Yellow Sun" to reward effort in their behaviour or in their work. For exceptional achievements or contributions to the school, children can be moved up to the 'Shooting Star' level; they visit the Head Teacher and receive a certificate to celebrate this achievement.

Blue Sky Playtime

This is a key incentive and designed to reward those children who always behave as they are expected to do so. Blue Sky Playtime (BSP) is a time of special play that takes place once a week and lasts for 30 minutes on a Friday afternoon. A set of activities are kept solely for use during this time and children are allowed to choose activities and games for the duration of their BSP. Teachers and TA's also attend BSP to help teach the children new playtime games. In KS1 and 2 each child is awarded 30 minutes 'Blue Sky Playtime' at the start of each week. If a child moves down the Behaviour Chart to 'Grey Cloud' they lose 10 minutes from their BSP. If they move to the "Storm Cloud" they will lose all of their BSP. BSP time lost cannot be earned back.

Whole School House System:

A House System consisting of five different 'Tree Houses' is used to reward and encourage collective achievement through cooperation and individual effort. Every child is allocated into a House when they join the school. House points are also awarded to promote good behaviour and school values.

Celebration assembly

A child is nominated from each class, each week to celebrate behaviours and achievements. During the whole school assembly the nominated children are invited out to the front so that the rest of the children can applaud their achievements. The individual achievements are recorded in a 'Book of Celebration' and each nominee is given a copy of the page to take home.

SANCTIONS FOR INAPPROPRIATE BEHAVIOUR

If children behave in an inappropriate manner they are given a Reminder and then a Warning to give them time to modify their behaviour. If their behaviour continues to be inappropriate their named peg will be moved down a level to the 'Grey Cloud'. When a child moves to 'Grey Cloud' they will lose 10 minutes from their weekly Blue Sky Playtime. If the child continues to disrupt a lesson or other people, their name will be moved down another level to the 'Storm Cloud'. At this point they may be sent out of the classroom to discuss their behaviour with an appropriate adult or may be sent to another classroom to complete their work. When ready these children will be given a repair and rebuild opportunity with either their class teacher or a partner teacher.

(See Appendix 5) for guidance. Teachers will use their knowledge of the children to decide upon the appropriate action. If a child moves to Storm Cloud, they will miss the whole of Blue Sky Playtime that week. It is not possible to earn this privilege back. Children can be sent straight to the 'Storm Cloud' for any physical, bullying or intimidating behaviour. If a child has already lost all of their Blue Sky Playtime and their behaviour continues to be inappropriate a Stage 3 letter (See Appendix 6) will be completed by a teacher or member of the SLT and this will be sent home.

For good, on task behaviour, a child's name will be moved back up through the sequence. Our aim is to move children back to Blue Sky as quickly as possible.

Extreme and Persistent Inappropriate Behaviours:

Sometimes patterns of behaviour escalate and children may have to be sent to the Head Teacher. Where pupils are responsible for bullying, violence, aggression or damage to the school environment, a Stage 4 letter (See Appendix 7) may have to be sent home. If a child receives three Stage 4 letters in a half term they will be put on Report, and a fourth Stage 4 Letter may result in a Fixed Term Exclusion.

Staff have received 'Steps' behaviour training from a Hertfordshire County Council recognised provider. This enables all staff to follow strategies to recognise, divert or de-escalate incidents and support children who may find themselves in a crisis situation.

PLAYGROUND ORGANISATION

Playtime can be a difficult time for some children and we aim to make it as positive and stimulating as possible; whilst encouraging children to play independently in order to build and develop skills of collaboration and negotiation.

Children can choose to play on the 'Quiet Playground' or the 'Busy Playground'

For exceptional behaviour House Points will be awarded by teachers, TAs and MSAs and the good news communicated to Class Teachers. The school behaviour system is used during both lessons and playtimes. Children who behave well at playtimes will receive praise to celebrate their behaviour.

If poor behaviour continues children will be sent for supervised time out, and the child will be moved down the Behaviour Chart. The SLT **must** be informed of bullying, racist or violent behaviour.

At lunch times the MSAs and TAs may request that a child will stand by MSA until given permission to return to play. For behaviour such as bullying, fighting, or disrespect for property, a child is sent by the adult on duty to the senior MSA or member of staff on call and his/her behaviour is recorded. Class teachers must always be informed by the senior MSA or teaching staff member.

Children will be reminded regularly of expectations of their behaviour in school particularly in relation to play and lunchtimes and when they are in the care of non-teaching staff. When dealing with any incident of bad behaviour, staff will listen to all concerned.

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

We expect all children to follow the Golden Rules. As much as possible, we wish to keep the children with special educational needs within the Code of Conduct. However, this will be more difficult for some children at certain times.

In order to support children with behaviour difficulties on the SEN Register to meet these expectations, additional measures may include:

- regular meetings between teacher and parents/carers
- home – school contact book
- setting specific targets for improved behaviour on their ITP.
- Involvement of external agencies
- Pastoral Support Programme for children at risk of exclusion
- meetings with the INCO to discuss progress.
- See also school Provision Map

Some children may need the Behaviour Chart system to be modified to manage their behaviour or may require support to understand the Golden Rules.

Some pupils may not comprehend the rules and structures of the school and be unable to meet expectations even with additional support. In these cases individual adaptations may be made in consultation with the child, the class teacher, INCO and parents/carers.

For some children it may be that the school will request an appropriate outside agency to support a child and offer the school advice.

It is important to note that we have a duty of care to all pupils; therefore, if despite support, behaviours impact adversely on the safety and wellbeing of other pupils or adults the Head Teacher and Governors reserve the right to exclude pupils who put others at risk.

Expectations of Children

- To follow the Golden Rules to the best of their ability
- To treat adults and other children with respect and politeness
- Not to make unkind comments to others in person or via media devices
- To help to make the school a clean and pleasant place to be
- To do as they are asked by all adults in the school
- To take increasing responsibility for their own learning and behaviour
- To begin to appreciate situations from the perspective of others

Expectations of Staff

- To treat all children fairly and respectfully
- To create a safe and pleasant environment
- To provide a challenging and interesting curriculum
- To recognise that each child is an individual
- Not to make unkind comments to others in person or via media devices
- To enable each child to do their best
- To listen and give pupils a voice
- To communicate both positives as well as concerns to parents

Expectations of Parents/Carers

- To ensure children arrive on time for school and ready to learn.
- To encourage children to sort out difficulties without hitting, fighting or swearing, at home or in school.
- To encourage respect for other people.
- Not to make unkind comments to others in person or via media devices
- To help children realise the importance of education and to praise them for their efforts and achievement.
- To encourage children to talk about school and listen to what they have to say each day.

Appendices

Appendix 1	Positive Behaviour Management Strategies
Appendix 2	Sanction Hierarchy – Adult Reference
Appendix 3	Classroom Summary of Rewards
Appendix 4	Classroom Summary of Sanctions
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Appendix 9	Grove Road House System
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Appendix 1

Positive Behaviour Management Strategies

- **Public praise and private criticism**

For most children, public acknowledgement of good behaviour can be very powerful in a positive way. Criticism should be as private as possible. Lowering a child's self-esteem is likely to increase misbehaviour. Avoid telling a child off from across the classroom. The audience provided by the rest of the class can prove rewarding for the child as well as making the rest of the class feel 'told off' too.

Some children find direct praise hard to handle. Perhaps allow the child to hear someone else being told how well he or she has done. Praise can also be non-verbal: a smile or a thumbs-up.

- **Three positives before a negative**

Before criticising a child's behaviour or work, aim to have made three positive contacts with them beforehand. They will then be more receptive to what is said. Within the class, aim to appreciate three children before criticising one. The lesson the children will learn is that they are more likely to get attention when they behave or work well than when they behave badly.

- **Acknowledging feelings**

Children often misbehave because they feel upset. One reason for this can be to attract adult attention to their bad feelings in the hope that they will get some help from them. Acknowledging the child's feelings can pre-empt them resorting to other ways to get your attention.

- **Give them a choice**

To avoid confrontational stand offs give children a choice as often as possible. This can be as simple as deciding which piece of work they want to do first. Being given choices increases a child's sense of independence, which in turn contributes to the development of their self-esteem.

- **Being consistent**

When staff act consistently and reliably, they make the child feel safer and therefore less anxious. This in turn will make it less likely that events will trigger bad behaviour.

- **Model desired behaviour**

It is important for adults within the school to model the kinds of behaviour that they expect from children in terms of respect, concern, fairness, how to apologise and how to resolve difficulties fairly and amicably. Dealing with difficult behaviour can trigger feelings of anger, irritation, disappointment or even despair in adults. Blue Sky Playtime is an important opportunity for staff to model games, cooperation and respect.

- **Scanning the classroom**

Auditory as well as visual scanning of the classroom is essential. Teachers who seem to know what is going on even before it has started and seem to have eyes in the back of their heads impress children. Put yourself in a position where you can see and hear what is going on. Redirect children before behaviour has become disruptive.

Listen for changes in patterns of conversation, which might indicate off-task behaviour. Make your presence felt by a look or by repositioning yourself.

- **Listen to children**

Listen to children and make them feel significant. It is important to make children feel aware that you recognise their feelings. "You seem cross, did something happen?"

Follow up concerns raised and complaints made, even if you need to say that you will deal with it later. Children need to feel able to share things with us and for issues not to be driven 'underground'. Use 'Bubble time' to talk over concerns / worries.

- **Maintain frequent contact**

Aim to make fairly frequent contact with all children. This will communicate that attention is predominantly given for behaving well and meeting the needs of the situation appropriately. For children who have difficulty maintaining concentration on their work, ensure you make very frequent contact with them. Notice what they have already achieved, ask what they have to do next and remind them that you will be back to check on them. This concentrates communication on the task and gives the child teacher attention.

- **Pre-empt disruptive behaviour**

If a child is off-task, the important tactic is to return their attention to the task before they actually become disruptive.

- **Be aware of yourself**

When dealing with disruptive incidents, consider the following:

- your position in the class
- your proximity to disruptive children
- your facial expression
- your tone & volume of voice (If you raise your voice, lower it again quickly – a low quiet voice can carry more authority than a screech)
- your posture
- your choice of words
- the use of eye contact

- **Catch them being good**

Noticing and acknowledging anything that is in the direction the adult wants the child to take will encourage and reinforce that movement. This will include:

- Coming into the classroom quickly and quietly
- Treating books and equipment carefully
- Looking at the teacher quickly and quietly when asked to listen
- Starting work quickly

- **Label the behaviour and not the child**

To maintain self- esteem and reassure children that they can always redeem themselves it is very important that the child is not labelled, but instead adults make it clear that it is the behaviours we consider unacceptable. "I don't like it when you behave like that" rather than "you are naughty".

SCENARIOS

After break time a child reports that they have been called a name:

- Investigate the allegation with both children individually (class teacher, TA or SLT).
- Consequences to be explained at lunch time for the child who has called the name
- Repair and rebuild conversation when the child is ready

A child refuses to come in after break:

- Ensure that the child is safe and direct an adult to supervise at a distance.
- Use the de-escalation script so that the child has the opportunity to voice what is wrong.
- Seek support from Head Teacher, Deputy Head Teacher or SLT.

DESCALATION SCRIPT:

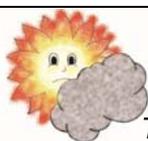
- **Child's name**
- **I can see something is wrong**
- **I am here to help**
- **Talk and I will listen**
- **Come with me and.....**

Please see Appendix 10 for the Grove Road Statement of Behaviour Principles.

Appendix 2 Sanction Hierarchy – Adult reference

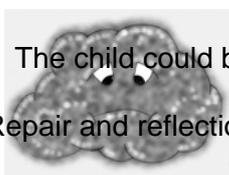
Reminder & Warning

As soon as the child stops the teacher from teaching and other children from learning they are given a **reminder** to correct their behaviour. This is followed by a **warning** if the actions continue.



Stage 1 Grey Cloud:

Tell The child quietly / politely that the behaviour procedure has begun.
Child's name moved down the Behaviour chart.
The child misses 10 minutes of Blue Sky Playtime.



Stage 2 Storm Cloud

The child could be moved to a "Time Out Table/Area" in the classroom, or sent to another classroom to complete their work.
Repair and reflection discussion could take place outside of the classroom with an appropriate adult
Time Out should only be 10 minutes maximum.
The child will miss the next Blue Sky Playtime

Stage 3

The child may be sent to a 'Time Out' table in class, or to another class, such as the Phase Leader's class. The child remains out of class for 15 minutes. If the class work has not been completed the teacher collects the child and ensures that the work is done at break-time or at home. The class teacher either sends the child home with a Stage 3 Behaviour Letter to inform parents or speaks to the parent in person or on the phone. Parents must be made aware of consistent inappropriate behaviour. The incident leading to the Stage 3 letter will be discussed with the child.

This will be recorded in the Class Behaviour Log
Bullying or racist behaviour is totally unacceptable and must be treated as a Stage 4 sanction.

Stage 4

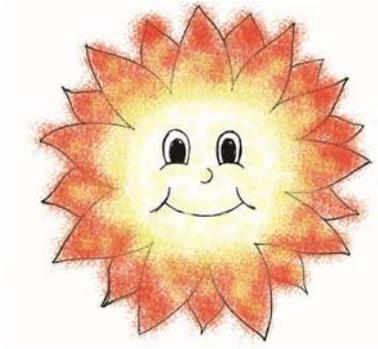
Children reach the Stage 4 sanction because of an isolated serious incident, because they have not responded at Stage 3, or are choosing not manage their own behaviour appropriately. They will be sent to a member of the SLT and will remain with the Senior Leader for the rest of session. The child may/will miss one or a number of lunchtime breaks. The child's name is written in the Head Teacher's Behaviour Log and the parent will be told what has happened by telephone and in writing. If three letters are written in one half term the child will be put on report. If four letters are written in one half term, a fixed-term exclusion will be enforced. This does not affect the Head Teacher's right to take immediate action and exclude a pupil in the case of any serious incident.

Loss of Blue Sky Playtime Log Book

If a child's name appears in the Log Book 5 times in one half term, their parent/s will be contacted by letter.

Parents need to be made aware of persistent inappropriate behaviour.

Appendix 3 - Classroom Summary of rewards



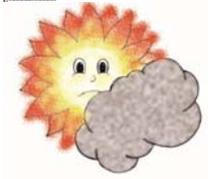
REWARDS FOR GOOD BEHAVIOUR

- Praise in the classroom
- Be sent to other adults for praise
- Move up the Behaviour Ladder
- Be awarded House Points
- Be awarded a sticker or certificate
- Be nominated for the Book of Celebration
- Be able to attend 'Blue Sky Playtime'

Appendix 4 - Classroom Summary of Sanctions

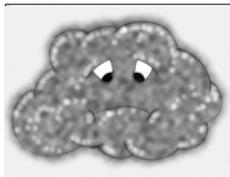
SANCTIONS FOR POOR BEHAVIOUR

You will get a REMINDER to make the right choice. Then you will be given a WARNING about your behaviour.



Grey Cloud

If you do not make the right choice after a warning from an adult you will move down to the Grey Cloud. You will lose 10 minutes of the Blue Sky Playtime.



Storm Cloud

When you stop teachers from teaching or children from learning you will have Time Out in class or in another classroom. You will miss Blue Sky Playtime.

Stage 3

This is serious. You may go to another class for 15 minutes to help you reflect on your behaviour. A letter will go home to your parents. Your behaviour will be recorded in the Class Behaviour Log and you will miss Blue Sky Playtime.

Stage 4

This is extremely serious. You will be sent to the Head Teacher or another member of the SLT and you will miss Blue Sky Playtime. Your behaviour will be recorded in the Class Behaviour Log. Your name will be written in the Head Teacher's Incident Log and a letter will go home. If three letters are written in one half term you will be put "On Report".

If four Stage 4 letters are written in one half term, this will normally result in a Fixed Term Exclusion.

Appendix 5

Repair and Rebuild Conversation

Are you ready to talk about what happened and why you were asked to leave the classroom?

How did you feel when happened?

How do you think that was feeling?

What do you think that you could do fix things?

If you found yourself in the situation again, what do you think you could do differently?



Appendix 6

STAGE 3 BEHAVIOUR LETTER

DATE:

Dear

I am sorry to have to inform you that your child has been given a Stage 3 behaviour warning today.

What happened:

Sanction:

We have spent time discussing the incident and what could be done to improve the situation.

I would be grateful if you would come to see the Class Teacher or myself as soon as possible.

Signed _____



Appendix 7

STAGE 4 BEHAVIOUR LETTER

DATE:

No. of Stage 4 warnings this half term:

Please remember that three Stage 4 warnings in one half term will result in your child being put on report. A fourth Stage 4 letter is likely to result in a fixed term exclusion.

Dear

I am sorry to have to inform you that your child has been given a Stage 4 behaviour warning today.

What happened:

As a result your child was sent to me to provide an opportunity to discuss their behaviour and what could be done to improve the situation.

I would be grateful if you would come to see the Class Teacher or myself as soon as possible.

Signed _____

Appendix 9

GROVE ROAD TREE HOUSE SYSTEM

A House System consisting of five different 'Tree Houses' is used to reward and encourage collective achievement through cooperation and individual effort. House points are also awarded to promote good behaviour and school values.

QUERCUS	Oak
AESCULUS	Chestnut
SORBUS	Mountain Ash
BETULA	Silver Birch
ACER	Sycamore

- There are five Tree Houses and each child is allocated to a House for their time at Grove Road.
- House Captains and Vice Captains are elected each year from Year 6.
- Siblings are allocated to the same House.
- House Forums take place across the school to promote pupil voice.
- House Forums are chaired by the House Captains.
- Year 5 pupils are paired with Reception Buddies in the same House to provide partnership support at playtimes. .
- House points are awarded by staff and are totalled up each term to award the House Cup.
- House Point grand totals are calculated at the end of the year for the Grove Road House Trophy
- Competitive events during the year will be organised around the Tree Houses.



“Growing & Achieving Together”

Grove Road – Statement of Behaviour Principles

The Department for Education requires governing bodies of maintained schools to publish a statement of behaviour principles for their school. The Governing Body therefore has a duty to produce, and review, a written statement of general principles to guide and support the Headteacher in drawing up the school's behaviour policy to promote good behaviour and ensure continuity for imposing sanctions.

The document 'Behaviour and Discipline in Schools – Guidance for Governing Bodies' (DFE - July 2013) has been used as a reference in producing this Statement of Behaviour Principles.

The Governors' Values, Beliefs and Principles

Grove Road Primary School is an inclusive school. We are committed to promoting respect, fairness and social inclusion and these are the principles underlying the behaviour policy. We are committed to improving outcomes for our children and staff and to promoting good relations across the whole school community. Our school core values are 'Growing & Achieving Together – Community, Respect, Self- Belief & Ambition'.

Right to feel safe at all times:

All young people staff and other members of the school community have the right to feel safe at all times whilst in school. We expect all members of the school community to behave responsibly and to treat each other with respect. They should be aware that bullying or harassment of any description is unacceptable even if it occurs outside normal school hours.

High standards of behaviour:

The Governors strongly believe that high standards of behaviour lie at the heart of a successful school. Good teaching and learning promote good behaviour and good behaviour promotes effective learning. All children have the right to learn and to achieve their potential and staff have the right to teach.

Governors also believe that the expectation of high standards of behaviour, which are required during the school day, can have a positive effect on the life of young people outside school in encouraging them to become successful citizens. All members of the school community should model positive behaviour. All members of the school community are expected to accept and implement the behaviour policy.

Inclusivity and Equality:

As an inclusive school, we believe in equality and in valuing the individual. We believe all members of the school community (children, parent/carers, teachers, support staff and governors) should be free from discrimination, harassment and bullying and will not tolerate them in any form. Measures to counteract bullying and discrimination will be consistently applied and monitored for their effectiveness. All members of the school community have a right to be listened to and responded to.

The school's legal duties in order to comply with the Equality Act 2010 and which are described in the School's Single Equality Scheme will be further reinforced through the Behaviour and Anti-Bullying policies and seek to safeguard vulnerable pupils. We recognise some pupils may need additional support to meet behaviour expectations.

Children should be supported in positively developing their social, emotional and behaviour skills.

The school will identify those children who may require extra support due to circumstances out of their own, or the school's direct control. Where appropriate, the governors and Headteacher should work positively with outside agencies.

School Rules:

The School's behaviour system will be detailed in our Behaviour Policy. We expect that all staff will support the school system, ensuring consistent application and expectations across the school day.

Rewards:

We believe positive behaviours should be rewarded to encourage good behaviour in the classroom and elsewhere in the school. The Governors expect that any rewards system is explained to all staff who have responsibility for the children whilst they are in school so that there is a consistent message that positive behaviour is celebrated. The rewards system must be regularly monitored for consistency, fair application and effectiveness.

Sanctions

Sanctions for unacceptable behaviour should be known and understood by all staff. It is important that sanctions are monitored for their proper use, consistency and effective impact.

Home/School Agreement

The Home/School Agreement will be an important part of communicating our approach to positive behaviour, so that parents/carers can be encouraged support their child. The responsibilities of children, parents/carers and all school staff, with respect to their and their children's behaviour, should be outlined in the Home School Agreement. This Agreement should be signed by the children, parents/carers and teachers when a pupil joins the school.

The use of Reasonable Force:

The Governors expect the School Behaviour Policy and the Physical Intervention Policy to clearly outline the circumstances where staff may use reasonable force and other physical contact. At all times the use of force should be a last resort but governors agree it may be used in the following circumstances (see Section 93 of the Education and Inspections Act 2006)

'A person to whom this section applies may use such force as is reasonable in the circumstances for the purpose of preventing a pupil from doing (or continuing to do) any of the following, namely—

- committing any offence,
- causing personal injury to, or damage to the property of, any person (including the pupil himself), or
- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise'.

The Governors expect that 'authorised' staff are appropriately trained in the use of reasonable force and restraint and that all staff are given advice on de-escalation and behaviour management techniques. There is a statutory duty to record and report all significant incidents including all use of force. Where a risk has been identified an individual pupil 'Pastoral Support Plan' may specify a particular physical intervention technique for the pupil concerned.

The power to discipline for behaviour outside the school gates

The Governors expect the Behaviour Policy to set out the school's response to non-criminal behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The policy should include the school's response to unacceptable behaviour when the child is taking part in any school-organised or school-related activity, wearing school uniform, or identifiable as a pupil at the school

Even if the conditions above do not apply, the policy must take account of behaviour at any time which could have affect the orderly running of the school, pose a threat to another pupil, member of staff or a member of the public, or which could adversely affect the reputation of the school.

Pastoral care for school staff:

The Governors would expect the Headteacher to draw on and follow the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support that school staff can expect to receive if they are accused of misusing their powers. In addition, the Bullying and Harassment Policy and safeguarding guidance sets out the disciplinary action that will be taken against children who are found to have made malicious accusations against school staff.