

GREYSBROOKE PRIMARY SCHOOL



BEHAVIOUR POLICY

Greysbrooke School Behaviour Policy

Principles

At Greysbrooke we recognise that to function effectively there must be an acceptable code of behaviour in place which is owned and understood by all and which is backed by a balanced combination of rewards and sanctions. We view the development of pupil behaviour as a positive and co-operative effort involving all members of staff, governors, parents and pupils of the school. The emphasis is on belonging and social responsibility rather than exclusion and externally applied discipline.

All children and adults in our school have rights and corresponding responsibilities.

There is a shared understanding of what constitutes 'good' behaviours because these are talked about on a regular basis and are acknowledged and genuinely celebrated in all areas of our school community. We do not take the positive aspects for behaviour for granted. We notice, reinforce and appreciate the behaviour we want to see in order to promote this in others.

The teaching of appropriate social and learning behaviours is consistent and continuous. Positive relationships with the children are the key to positive behaviour. This includes teaching an emotional vocabulary to enable children to develop the language skills in order to recognise and understand their own and others' feelings. Social skills of sharing, turn-taking, listening, giving and receiving compliments / criticism are taught. Using social problem solving structures such as circle time provides a valuable framework for resolving difficulties constructively. Playtimes and lunchtimes also provide a valuable opportunity to extend social skills, develop independence and responsibility. The SEAL materials alongside our PSHEE and Citizenship curriculum all provide forums for the explicit teaching and exploration of core values and good behaviour.

Our behaviour policy sets out clear expectations and sanctions which are consistently implemented by all adults in our school. It is designed to support the way in which all members of the school community can live and work together in a co-operative way. We seek to promote high expectations of behaviour and to encourage positive self-esteem, so that our children will develop into responsible citizens and take a beneficial place in society.

Merits are awarded on an individual, group or occasionally class basis and certificates presented at a special House Celebration Assembly

Aims

WE AIM TO CREATE A POSITIVE ETHOS AND SENSE OF PRIDE WITHIN OUR SCHOOL, BY HELPING CHILDREN TO FEEL HAPPY, SAFE AND SECURE AND TO VALUE AND RESPECT OTHERS.

We aim to ensure that our school is a well organised, fair, orderly and purposeful learning environment.

We aim to promote the emotional health and well-being of all children and staff.

We aim to promote a common understanding and a shared language which is reflected in children's responses and attitudes.

We aim to ensure that all staff act as positive role models with high professional standards, who implement this policy consistently.

Rules

These are the mechanisms by which rights and responsibilities are translated into adult and child behaviours.

All children at Greysbrooke Primary are expected to follow a set of class rules. They are encouraged to draw up their own set of class rules with their class teacher at the start of the academic year. These will be 'positive' rules (what we want to see) and will be displayed in the classroom. The rules should be used to remind children of the standards of acceptable work and behaviour in the classroom and be referred to when children are behaving inappropriately or producing poor quality work. Class rules are linked to the agreed rights and responsibilities and they promote learning.

The classroom rules should be displayed clearly and the consequences of breaking the rules should be negotiated with the children. The teacher must remain consistent in reminding children of the rules and reinforcing them throughout the year.

School Rules

School rules are designed to ensure a safe harmonious working environment for all.

Children at Greysbrooke are expected to:

- Always walk within school
- Hold doors open for each other and adults
- Speak politely to each other and adults
- Be sensitive to other people's feelings
- Treat the environment and property with care and responsibility
- Know which areas are out of bounds

Out of bounds areas

Within school, children must not go into any resource area or the 'Intervention Room' without adult supervision. Outside, at break times and lunchtimes, children are only allowed on grassy areas when directed by teachers or lunchtime supervisors. Children must not play in areas where visibility is restricted for example, behind sheds.

School Council

To foster ownership of the behaviour policy, Greysbrooke has a school council. The council is made up of one boy and one girl from each year group from year R to year 6. Members are elected by the children in their own year group and elections are held each year. The council meet every two weeks and an agenda is set to explore ways of making school a secure, exciting, happy place.

Going to See Senior Staff

Mrs Glandfield has pastoral responsibility for behaviour and discipline. When a child seen previously by a member of staff for a disciplinary issue shows improvement, they can be sent back for praise and encouragement.

Going to See the Head-teacher

Children can see the Headteacher to share examples of good academic or social achievements. The child should have consistency in the quality of the work achieved or improvement in social behaviour. This would be seen as an extra-special award, for which they would receive an award i.e. Special Head-teacher's sticker.

The House and Merit System.

- Each child and member of staff will be assigned to a 'house'.
- At the start of each academic year a boy and girl from Year 6 will be appointed as house captains.
- All members of staff will award merit points to teams and individuals for a range of achievements, including good work, improvement, courtesy and behaviour.
- Each week in assembly we celebrate the team with most points.
- There will be a merit assembly every half term to celebrate the success and achievements of individuals.

Merit Systems

We operate a system of merits marks which may be awarded for a range of achievements including good work, sustained effort, improvement, courtesy and behaviour.

Children work towards Bronze, Silver, Gold and Platinum certificates.

Bronze	50 merits	Bronze and Silver should be achievable by all.
Silver	100 merits	Within the school year.
Gold	150 merits	Gold by a smaller percentage in the summer term.
Platinum	200 merits	Platinum is for exceptional performance throughout the school year.

Celebration Assembly

Merits are awarded on an individual, group or occasionally class basis and certificates presented at a special House Celebration Assembly. This enables the children to share with the school and parents some of the activities they have been working on in school. Children are also encouraged to bring in items connected with their recent achievements outside school, to share with everyone else.

Golden Table

To celebrate good behaviour in the dinner hall, 8 children are chosen by the lunchtime supervisor every week. These children are given the opportunity to sit with the SLT every Friday lunch time to share their school lunch. The children are rewarded with a certificate and a sticker during the Friday assembly.

Managing Poor Behaviour Around School

For occasions when children do not follow the school expectations a progressive system of sanctions will be used consistently. This `Good to be Green` system is as follows:

Greysbrooke Behaviour Pyramid

Children are continually reminded of class rules

HT decision to use exclusion will only to be used as a last resort and in regard to revised statutory procedures.

DHT/HT will review behaviour and decide the next cause of action in line with the behaviour policy.

NB If an extremely serious incident occurs The HT/DHT is informed immediately and the stages

DHT/HT to analyse class sanctions weekly to identify persistent misdemeanours and children failing to comply with agreed behavioural expectations.

TLR phase leader will manage missed 'golden playtime' for children deemed to have behaved inappropriately.

3+ red cards issued in one week, parents notified by class teacher on notification slip with acknowledgement slip returned.

2 warnings in one day
 Answering back/arguing with an adult
 Inappropriate language
 Physical contact; hitting, kicking, punching, biting, scratching
 Damaging school property

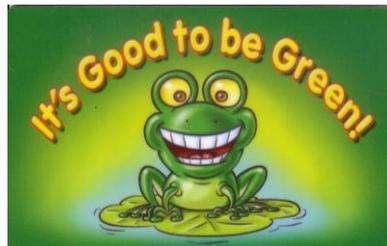
Consequence Card

Key Stage 1
 A red card results in missing 5 minutes of afternoon play
 Key Stage 2
 Each red card within a week results in missing 5 minutes of Golden Playtime on a Friday

Key Stage 1
 Talking in assembly, on carpet or in line
 Running in the classroom
 Lining up inappropriately
 Making lots of noise in the toilets
 Disturbing another child when working
 No PE kit
 Saying unkind things to others

Warning Card

Key Stage 2
 Talking in assembly, on carpet or in line
 Running in the corridor
 Late homework/diary not signed
 Rocking on chair
 Disturbing another child
 No PE kit
 Laughing at another child for a wrong answer



It's good to be green!
 Verbal praise
 Stickers
 Merit
 Certificates
 Headteacher awards

Children are given opportunities to change their behaviour, which may be verbal or non-verbal. They are spoken to privately and they are given a chance to change the behaviour that is unacceptable. On all occasions the child should be reminded of the rule they are breaking. If necessary, class teachers will inform parents to keep them knowledgeable of the situation.

Sanctions

There are occasions when behaviour code has been breached, and sanctions will become necessary. Sanctions used at Greysbrooke will be matched to the behaviour.

Inappropriate behaviour may include:

- Calling out in class
- Talking at the same time as the teacher
- Making noises
- Answering back
- Disturbing others
- Hiding property
- Name calling

For these unacceptable behaviours, sanctions may include:

- Verbal correction by class teacher, or supervising adult
- Use of behaviour book to record incidents
- Apology by offender
- Remove from own table
- Time out within the classroom then reintegration when behaviour is modified
- Time out in another classroom (after three incidents in one session)
- Loss of privilege
- Loss of playtime (teacher's responsibility for supervision)

More serious or persistent offences will be referred to the head teacher.

These include:

- Bullying (see anti bullying policy)
- Kicking
- Fighting
- Damaging property
- Telling lies
- Throwing objects at others/around the classroom
- Spitting
- Spoiling others work
- Swearing
- Stealing
- Gender comments

Options for dealing with these more serious offences may include:

- Loss of privilege
- Involvement of parent
- Negotiation of reward/report system

- Advice from Behaviour support
- Behaviour focused IEP

Serious offences may include:

Bullying (physical)

Deliberate damage to property

Racial abuse

Violence against children or adults

In the event of a child committing serious offences, seriously breaching the school behaviour policy or endangering the welfare of others, the Headteacher has the power to exclude a child.

Behaviour Log

All classes should have a behaviour book to record incidents of unacceptable behaviour, available as evidence if offences persist.

More serious cases

Where there is a serious misbehaviour, the Headteacher will exclude the child at their discretion. This is very rare, but will be used if a child causes danger to themselves or others, persistently break school rules and thereby affect the well-being of other children or cause disruption to teaching and learning. Such decisions are never taken lightly and always follow the agreed procedures laid down by Staffordshire LA.

In all cases we try to work in partnership with parents and seek advice from other available professional colleagues.

Seeking Outside Support

After consultation between the SENCO, Head teacher and parents, it may be necessary to make contact with outside agencies. Depending on the nature of the problem this could include:

- The education psychology service for issues to do with behaviour inside school
- The Local Support Team for issues regarding behaviour at home
- Implementing a multi-agency strategy such as the common assessment framework CAF or the newly introduced Early Health Plans
- The SENSS/ behaviour support team / Local Support team for advice to do with issues of behaviour in school or provide help with behaviour at home
- The education welfare service for issues to do with attendance, punctuality or welfare
- The school nurse for issues regarding health

The Anti-Bullying Policy

At Greysbrooke Primary we:

- Do not tolerate bullying
- Inform all parents of our policy before their child starts school
- Work towards the prevention of bullying through the planned PSHE / Citizenship curriculum
- Deal with bullying as and when it occurs
- Support the victims of bullying

Definition of Bullying

We recognise bullying as being:

- The wilful, conscious desire to hurt, threaten or frighten someone
1. Physical – where the victim is physically hurt by the actions of a bully e.g. hitting, kicking, punching, slapping, pinching or pushing
 2. Emotional – where there may be no visible marks of physical contact, but where the feelings of an individual are hurt e.g. name-calling, racist / sexist remarks, cyber bullying using the internet chat rooms, face-book, discussions or text messages. (Refer also to the e-safety policy)
- Bullying can be subtle or overt

Bullying is where such actions as described recur, rather than a one off attack. However one off attacks will not be tolerated either.

The Bully

A bully can be anyone who makes a victim out of another person. Often they can be bigger than the victim. Bullies can be boys or girls. A bully is often in a group and may be acting to create a reputation amongst other members of the group.

The Victim

A victim is often someone who is different in some way or someone who is a 'loner'.

Action Against Bullying

All staff have a valuable role to play in the prevention and management of incidents of bullying.

Class Teachers Should:

- Be watchful, observe the social relationships between pupils in their care

- Investigate incidents of reported bullying by listening to the views of the children
- Keep records on child's behaviour record in Sims
- Encourage children to talk about bullying through the PSHEE /SEAL/ Citizenship curriculum
- Actively teach the children how to keep safe online and at all times.
- Children themselves have an important role to play in the prevention and reporting of incidents of bullying. At Greysbrooke Primary the children are:
 - Encouraged to report all incidents of bullying to a trusted adult. If adults are not informed of incidents of bullying, they can not help! All adults in our school will investigate any bullying reported to them, or will pass on the information to someone in authority
 - Encouraged to be with a friend at all times. If children are with someone else, they are less likely to be picked on.
 - Encouraged to walk away from bullies and tell an adult. Children shouldn't try to retaliate – it only makes matters worse. This is not easy as children may be told to 'give as good as they get' outside school, but two wrongs don't make a right

When bullying is reported an initial investigation is carried out by the teacher receiving the information and appropriate action is taken. In every case a written record is made on the child's behaviour record on Sims and the Head-teacher and SLT are informed. If another adult in school receives a complaint about bullying, other than a teacher, they must pass this information on to a teacher immediately to enable an investigation to take place.

All Appropriate Staff Will:

- Talk to the victim to ascertain facts
- Question the bully or any other children involved. Ensure that the bully understands the effect his/her actions have had on someone else
- Work out the appropriate action following the investigation / Inform parents
- Monitor the effectiveness of the action taken
- Work out strategies with the victim to give them support

It is the behaviour of the bully that we strive to change by ensuring that the bully realises the impact of their action on another person and thereby violating their rights as expressed in our school's mission statement, philosophy and aims. We do not label the bully as a person, but the behaviour.

Lunchtime Support

Many children require assistance if they are to learn to play well with their peers. Playground games involve social, emotional and behavioural skills in a real context and therefore are worth teaching. They also provide opportunities to develop leadership skills and enhance a sense of school as a community through enabling children to take responsibility for practical tasks that benefit all. This is an important role for lunchtime supervisors.

Children can be engaged in a variety of ways such as;

- Teaching/leading games
- Getting out / putting away equipment
- Talking to lonely children
- Manning a 'friendship' stop

It is also important to recognise that children like to relax in different ways. Lunchtime supervisors can accommodate these different play/relaxation styles on the playground by zoning activities. This ensures that the playground is shared more fairly so that games like football don't dominate it.

Exclusions

Greysbrooke follow the Staffordshire Guidance.

Before excluding a child:

- The child will always be allowed to give his/her version of events
- Written statements must be gathered from witnesses
- Parents will be consulted
- Unless allowing the child in school may seriously harm the education or welfare of others a Pastoral Support Plan will be drawn up

Once a range of strategies have been tried and have failed, including the pastoral support programme, only the head teacher (or someone in an "acting" capacity can exclude a child. In the event of temporary absence of the head teacher, this power can be delegated to a senior teacher, but the head teacher should sign all forms and letters unless absent for more than one day. The head teacher may exclude a child for one or more fixed periods not exceeding a total of 45 school days in any one school year. The head teacher may also exclude a child permanently. She may also convert a fixed term exclusion into a permanent exclusion if she decides circumstances warrant this.

In the event of a fixed term or permanent exclusion, the head teacher will:

- Inform parents immediately through a telephone call and a letter to follow within 24 hours
- Detail the nature, and dates of the exclusion
- Detail the reasons for the exclusion
- Ensure work is provided and marking arrangements made clear
- Notify the LEA

- Inform parents of rights to see school records and make representation to the school governors

Profiles

Copies of all letters sent to parents regarding behaviour will be kept in the pupils files in the school office and attached to their Sims record. Parents and children have a statutory right to see all records kept by school (Data Protection Act 1998).

Governors

The governing body have no power to exclude a child but do have a role in reviewing the decisions of the head teacher.

If parents make representations to the governing body, a discipline committee of 3 – 5 members will be established. For exclusions of more than 15 days in any one term, the committee will meet between day 6 and 15 to consider re-instatement of the child.

If the governors uphold the decision of the head teacher, to make a permanent exclusion, parents will be advised of their right to make representations to an Independent Appeal Panel in writing.

Exclusions are monitored by gender, ethnicity, special educational need and background in order to reduce any disparities between different groups of pupils.

Outside of School

The school will impose a sanction, where the school is satisfied it is reasonable to do so, upon any registered pupil, whose behaviour when they are not on the school premises or under lawful control of a member of staff, could, in the opinion of the school:

- Have repercussions for the orderly running of the school
- Pose a threat to another pupil, a member of staff or member of the public

Could adversely affect the reputation of the school

Special Needs

If a concern is raised by teachers or parents about a child's behaviour, more detailed observations and evidence will be collected. If agreed, the child may be put on the Special Needs register. The primary reason for putting a child on the special needs register will be to identify clear targets and explore strategies to implement in order for the child to make progress.

Equal Opportunities

Greysbrooke expects high standards of behaviour from all pupils. The school's procedures for disciplining and managing behaviour are fair and applied equally to all. It is recognised that cultural background may affect behaviour and the school will take this into account when dealing with

incidents of unacceptable behaviour. Pupils, staff and parents know that any language and behaviour which is racist, sexist, homophobic or potentially damaging to any minority group is always unacceptable (see Equality Policy).

Responsibilities

The governing body, Head-teacher and SLT will ensure that the school complies with all relevant equalities legislation and strategies are implemented and complied with consistently. All staff, pupils and parents have an active part in the evolution, development and maintenance of this policy.

Monitoring and Review

This policy will be monitored and reviewed regularly and updated annually to ensure it is in line with local and national guidance.

Conclusion

At Greysbrooke Primary school there are over 210 children. We believe that most people in our school are caring individuals, who are well behaved and in whom we have great pride.

Occasionally an individual may require more attention for a behaviour problem, but we do not ignore this – we do something about it so that we can raise tolerance, achievement and understanding.

Date Policy Reviewed: April 2018

Policy Due for Review: April 2019