



## Behaviour Policy – 2023-24

### Definition

This policy sets out the expectations of behaviour at Grange Moor Primary School. The Governing body, staff and pupils seek to create an environment that encourages and reinforces good behaviour and fosters positive attitudes. It also sets out sanctions for poor behaviour should it arise.

### Aims

- To promote a positive ethos and climate in the school
- To create a consistent environment that encourages and reinforces good behaviour.
- To define acceptable standards and the principles of good behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem through success, self-discipline and positive relationships.
- To ensure the school's expectations and strategies are widely known and understood.
- To encourage home and school involvement in implementing this policy.

### Role of Staff

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

*As adults, we should aim to:*

- create a positive climate with realistic expectations;
- emphasize the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contribution of all.

All members of staff are responsible for dealing with incidents in and around school. If in doubt, they can refer to the headteacher. All staff can record behaviour concerns on CPOMs.

## **Role of the Head**

It is the responsibility of the head teacher to implement the school behaviour policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy. It is also the head teacher's responsibility to ensure the health, safety and welfare of all children in the school.

The head teacher supports the staff by implementing the policy, setting the standards of behaviour, and by supporting staff in the implementation of the policy. The head teacher keeps records of all reported serious misbehaviour incidents and is responsible for giving fixed-term exclusions to individual children for serious misbehaviour. The head teacher may permanently exclude a child for repeated or very serious acts of poor or serious behaviour. Both these actions are only taken after the school governors have been notified.

## **Role of Parents**

The school works collaboratively with parents so children receive consistent messages about how to behave at home and at school. We explain the school rules in the prospectus and support them.

We expect parents to support their child's learning and cooperate with the school, as the home-school agreement sets out. We try to build a supportive dialogue between the home and the school and inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, parents must support the school's actions. If parents have any concerns about how their child has been treated, they should initially contact the Headteacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

## **Role of Governors**

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The governors support the head teacher in carrying out these guidelines.

The head teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must consider this when making decisions about matters of behaviour. Governors should follow the normal grievance procedure in cases of complaint.

## **The curriculum and learning**

We believe an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, be understood by the children, and differentiated to meet the needs of children of different abilities. Marking and record keeping can be used as a supportive activity, providing feedback to the children on their progress and achievements and as a signal that the children's efforts are valued and that progress matters.

## **Classroom management**

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teachers and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on how children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem by demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Situations should be handled sensitively and dealt with in a way appropriate to the situation.

## **Rules and Procedures**

Praise and reward for good behaviour is the key to creating a positive atmosphere where children have the opportunity to succeed. Grange Moor Primary School uses positive reinforcement to help achieve this.

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour.

Rules and procedures should:

- be kept to a necessary minimum;
- be positively stated, telling the children what to do rather than what not to do;
- Give a clear choice and consequence options
- actively encourage everyone involved to take part in their development;
- have a clear rationale made explicit to all;
- be *consistently* applied and enforced;
- promote the idea that every member of the school has responsibilities towards the whole.

If school rules are broken, we need to know:

- What happened?
- When?
- How often?
- In whose company?
- In what circumstances?

Each individual and situation is different; laying down strict guidelines for every situation is impossible. A distinction needs to be made between minor and serious incidents; the latter includes bullying, physical or verbal (see policy), deliberate injury or attempted injury, stealing and truancy.

## **Grange Moor Primary School Reward System**

We operate a very simple and effective reward system throughout the school. Positive reinforcement is at the heart of our policy, and children are constantly praised for good behaviour such as:

- Sitting and listening carefully on the carpet
- Walking into the assembly sensibly
- Helping or being kind to other children or adults in school

In Reception and Key Stage One and Two, children work towards achieving merit points which are recorded on a merit card. There are four levels – bronze, silver, gold and platinum - that children can achieve according to the number of merits they have accumulated. Merit points awarded each week are counted and go towards House totals which are updated each week in Awards Assembly.

Star Award Certificates (one per class) are also presented in Awards Assembly to those children who have shown an excellent attitude or made significant improvements. Our teaching assistants also present a certificate to a child in both Key Stage One and Two who has impressed with their positive attitude. An Outstanding Attitude Award is given out each term.

Children who complete work to a high standard or have shown significant improvement are given the opportunity to share their work with the school in our Awards Assembly.

### **Grange Moor Primary School Sanctions.**

Each class operates a system of warnings for poor behaviour in the classroom.

- 1<sup>st</sup> verbal warning
- 2<sup>nd</sup> verbal warning (or move to amber on Traffic Lights)
- 3<sup>rd</sup> verbal warning and moved away from rest of class in the classroom for a set and short amount of time (move to red on Traffic Lights)
- If the poor behaviour continues, a teaching assistant will bring the child to be spoken to by the Headteacher. If the behaviour is of a serious nature, the headteacher may ask the child to work with him in the office. This is then recorded on the CPOMS system we use in school which is a permanent record of a child's behaviour.

In every instance where a child is spoken to by the headteacher after all sanctions have been ignored, the class teacher or headteacher will speak to parents as soon as is possible.

In the instance of continued poor or disruptive behaviour a formal meeting will be requested between the headteacher, class teacher, parents and child. A behaviour contract and reward card will be issued.

Grange Moor Primary School has a zero-tolerance approach to violence or physical attacks against any individual in the school community. In most cases, the result will be a fixed-term exclusion in the first instance.

## **Exclusions**

Exclusions are very rare at Grange Moor Primary School. If a fixed-term exclusion occurs, parents and the pupil involved will be invited to a 'right to respond' meeting with the headteacher on the first morning of the exclusion. This enables both pupils and parents to share their views. On the day the pupil returns to school, both pupil and parent must attend another meeting prior to the start of the school day.

Permanent Exclusions are extremely rare and are only sought when all attempts to resolve an individual's behaviour have been exhausted. More information on this can be found at:

[www.gov.uk/government/publications/school-exclusion](http://www.gov.uk/government/publications/school-exclusion)

*('Exclusion from maintained schools, academies and pupil referral units in England' – Department for Education)*

## **Monitoring**

The head teacher monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy.

The school keeps a variety of records of incidents of misbehaviour. Class teachers log both positive and negative behaviour on CPOMs. The head teacher keeps a record of any pupil who is suspended for a fixed term or who is permanently excluded. The governing body is responsible for monitoring the rate of suspensions and exclusions and ensuring that the school policy is administered fairly and consistently.

**Cross-Reference:** refer to Anti-Bullying Policy; Safeguarding Policy

This policy will be reviewed in September 2024