



## Grove Road Community Primary School



### POLICY

<b>Date of Policy Creation:</b>	June 2019	<b>Review Date:</b>	Sept 2024	<b>Responsibility:</b>	FGB
<b>Head teacher</b>	Mr James Grayston	<b>Signed:</b>	<i>J Grayston</i>	<b>Date:</b>	29/9/2023
<b>Chair of Governors</b>	Dr Peter Harvey	<b>Signed:</b>	<i>P Harvey</i>	<b>Date:</b>	29/9/2023

### Policy Review

<b>Date:</b>	<b>Notes:</b>
June 2019	1 <sup>st</sup> adoption of new policy
June 2020	Reviewed
September 2020	Covid Addendum and review
June 2021	Reviewed
November 2021	Covid Addendum and review
March 2022	Reviewed – Added No Way behaviours
July 2022	Reviewed – Removed Metacognition certificates and added PRIDE postcards to rewards
September 2023	Comprehensive review by D Winkley Deputy Headteacher – Removed reference to no way behaviours and updated consequences and rewards Removed suspension/exclusion information and signposted to linked policy Removed reference to Major Incidents

### Linked Policies

Suspension/Exclusion Policy

Anti-Bullying Statement

Behaviour Principles Written Statement

Equality Information and Objectives Policy

## **Rationale**

This behaviour policy is designed to support the way in which all members of the school can live and work together in an environment in which everyone feels happy, safe and secure.

## **Introduction**

Our positive behaviour approach is the foundation for an effective learning and teaching environment in which all members of the school community can feel respected, safe and secure. The school behaviour policy reflects how the school values and includes all the people in it.

In order to promote good behaviour we have adopted positive approaches to behaviour management. It is based on the following clearly defined **values** which are known by all (pupils, staff and parents). These are displayed around school and referred to by staff constantly.

We have high expectations of all the pupils at Grove Road and will work as a team to promote this positive behaviour.

## **Our values**

Our PRIDE values represent our vision towards promoting key character traits to help all children become confident, independent, successful life-long learners. Our values are shared with the pupils and parents as the PRIDE charter, and are displayed prominently around school.



## **General aims of this policy**

At Grove Road, we aim to provide a happy atmosphere in which staff and parents work together for the welfare of the children, and where children adopt certain standards of behaviour and values to develop a sense of self-discipline and an acceptance of responsibility for their actions. We aim to listen to all children and discuss issues before sanctions are put in place. It is important that the cause of inappropriate behaviour is investigated and that plans are made to meet individual needs.

We encourage children to be polite, well-mannered, dependable and empathetic towards to each other in order to become good citizens. The principle that underpins our approach to school behaviour is that no-one has the right to prevent another child from learning or a teacher from teaching. We aim to give all our children a

shared sense of pride in attending Grove Road Community Primary School and to feel that it is a place where they are safe to learn without disruption.

It is important that we all understand what acceptable behaviour is. Equally, unacceptable behaviour and the consequences of such behaviour must also be clearly stated. From the outset, we recognise that there is a distinction between emotionally affected behaviour (which may be caused by a specific learning need) and poor behaviour.

The general standard of behaviour at Grove Road is the collective responsibility of the whole staff. Every time a child displays poor choices it must be challenged. These aims are best achieved in a hardworking, positive, nurturing atmosphere in which pupils are able to give their best, both in and out of the classroom. This demands a positive policy of encouraging socially acceptable behaviour and high standards of work, rewarding and praising wherever possible and the setting of good examples by staff and parents. Praise and encouragement should be used as much as possible. We always aim to emphasise the positive rather than criticise.

### **Rewards for positive behaviour**

- Sunshine Tokens - To be given to children daily - for displaying positive PRIDE values around the school. Children may be given tokens by any member of staff. These tokens will be collected and accumulated weekly towards the winning class team.
- Class 'sunshine time' – Awarded by a class teacher to the whole class for displaying the PRIDE values consistently, as a team, over the course of a week.
- Star of the Week – To be given to one child per class and celebrated during our weekly Celebration Assembly.
- Headteacher's Awards - To be given to children in recognition of their success and to be celebrated during our weekly Celebration Assembly.
- Positive Phone calls– Teachers will endeavour to call parents/carers on a regular basis to inform them when children have reached the 'smiley sun' and are having a successful week in school.
- PRIDE Postcards – Children will receive a postcard to their home address when they consistently display positive PRIDE values around the school
- PRIDE Journals are used to promote and celebrate responsibility, dependability and empathy as well as self managing behaviour in and around school.

## Classroom Behaviour

### Visual chart



Smiley sun: I've been making consistently positive choices all day.



Sun: I'm making lots of positive choices.



Sun and Cloud: A fresh start. Every day brings great potential – you set the weather for your class. Everyone starts the day on a sun and cloud.

**WARNING STAGE** – Children are given kind, gentle reminders to help them stay on the sun stages by making positive choices. This stage relies heavily upon a teacher's relationship with their class and an understanding of each individual's current circumstances and needs. This is the most important stage of the behaviour system, with staff going 'above and beyond' to include and engage ALL children in their learning, with an emphasis on all children helping to 'set the weather' in their classroom by working collaboratively to set high standards. When given a warning, Children will be supported to improve their behaviour by moving to a place in the classroom where they are free from distractions.



Cloud: Children have continued to find it difficult to make good choices, despite the gentle and positive reminders. The aim should be that the cloud stage is temporary for a child, with them moving up the chart in recognition of improved choices.

### Unacceptable Behaviour

We recognise that despite all our efforts to maintain a positive atmosphere some pupils may exhibit displays of unacceptable behaviour. On the rare occasion that a child is still struggling to follow behaviour expectations after already being on the cloud, they will visit their partner class with some work which they are able to complete independently for a short period of time. This visit will also be supported by the receiving partner teacher, who will reinforce the positive behaviours we expect from everyone at Grove Road. Upon returning to class, they will have a fresh start, moving back to the sun and cloud.

It is the role of the staff to strive to support all pupils to climb up the behaviour chart. If a child is placed on the cloud stage, staff will do all they can to help them to make better choices.

If a child is repeatedly having to visit their partner class, this may be referred to SLT, the SENDCo, the pastoral team or the Thrive Team for further investigation and support. This will also include a meeting with parents.

### **Behaviour Outside the Classroom**

Positive – sun token – all staff are empowered to award the children a sun token. This immediately moves the child up one level of the chart when they return to their classroom.

### **Rewards**

At the end of the school day, children record their sun points on a chart in the classroom.

On a Thursday afternoon, the number of sunshine points is collated for a winning EYFS/KS1 class and KS2 class which will be announced in Celebration Assembly on Friday.

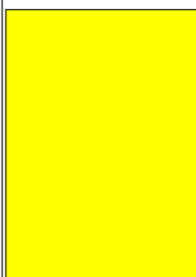
Each week, if the class teacher feels their class have collectively had a positive week, demonstrating **PRIDE** in learning, then class 'Sunshine Time' can be awarded for 30 minutes at a suitable time during the week.

At the end of each term, House Captains add the coloured balls for each House so that the winning House can have a party.

### **Consequences**

During all breaktimes there is a system of red and yellow cards to ensure that everyone is happy and safe. Depending on age, a verbal or written reflection will be discussed with a senior member of staff which will be part of a restorative conversation. All Red Card incidents are recorded on CPOMS.

# Happy & Safe Breaktimes at Grove Road



If you use verbal or physical aggression at playtime or lunchtime, such as name calling or hitting, you will first be given a warning. This also includes not following instructions given to you by any member of staff. If you continue after a warning, you will receive a **YELLOW CARD**.

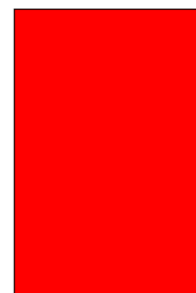
After receiving a **YELLOW CARD**, you will have a time out for 5 mins, then you can continue playing. A **YELLOW CARD** will be completed and sent to your teacher immediately after the break has ended.

If you are given 2 **YELLOW CARDS** in one day, you must miss your next breaktime.

You will be given a **RED CARD** if 2 **YELLOW CARDS** are given to you during one playtime. You can also be given a straight **RED CARD** if you use serious verbal or physical aggression at playtime or lunchtime, such as swearing or fighting.

After receiving a **RED CARD**, you will be sent straight inside to speak to a senior member of staff to reflect on your behaviour. Your playtime is over. If this is at the end of a playtime, you must now also miss the next breaktime. A **RED CARD** will be completed and given to your teacher immediately after the break has ended.

Your parents will be called to let them know.



## Extreme, Unsafe Behaviour

Extreme behaviours that are unsafe may result in suspension or exclusion. These will fall into four main categories:

1. Deliberate, targeted, physical assault or intimidation and threat of violence
2. Hate speech, involving homophobic, ableist, transphobic or racist language
3. Actions or behaviours that put themselves or others at significant risk of harm
4. Serious challenge to authority and / or significant damage to school property

Please refer to Exclusion Policy for more information.

## Searching without consent

The law states that knives or weapons, alcohol, illegal drugs and stolen items (referred to in Section 550ZA of the Education Act 1996 as 'prohibited items').

## Establishing Grounds for a Search

1. Teachers can only undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to be suspicious.
2. The powers allow school staff to search regardless of whether the pupil is found after the search to have that item. This includes circumstances where staff suspect a pupil of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.
3. School staff can view CCTV footage in order to investigate an incident or to make a decision as to whether to conduct a search for an item and act in accordance with the Data Protection Act 1998.

### **Use of reasonable force**

Grove Road CP School follows DfE guidelines (2011) regarding the use of reasonable force.

#### **1 What is reasonable force?**

- (i) The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- (ii) Force is usually used either to control or restrain. This 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.
- (iii) 'Reasonable in the circumstances' means using no more force than is needed.
- (iv) As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- (v) Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- (vi) School 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.

#### **2 Who can use reasonable force?**

- (i) All members of school staff have a legal power to use reasonable force.
- (ii) This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

#### **3 When can reasonable force be used?**

- (i) Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- (ii) In a school, force is used for two main purposes – to control pupils or to restrain them.
- (iii) The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

**What about other physical contact with pupils?**

- (i) It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.
- (ii) Examples of where touching a pupil might be proper or necessary:
  - a. Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
  - b. When comforting a distressed pupil;
  - c. When a pupil is being congratulated or praised;
  - d. To demonstrate how to use a musical instrument;
  - e. To demonstrate exercises or techniques during PE lessons or sports coaching; and
  - f. To give first aid.

The staff, Headteacher and governors will expect the support of parents in implementing the behaviour policy.

On all matters of behaviour the Headteacher will, after due investigation, make the final decision which is non negotiable. Only in the case of exclusion is there a right to appeal, of which parents will be notified should the need arise.