



Grove Road Community Primary School

BEHAVIOUR POLICY

Date of Policy Creation:	April 2025	Review Date:	April 2026	Responsibility:	FGB
Head teacher	Mr Richard Walker	Signed: <i>R Walker</i>		Date: 15/05/2026	
Chair of Governors	Mrs Lucy Merrett Mr Alan Tucker	Signed:		Date:	

Policy Review

Date:	Notes:
April 2025	1 st adoption of new policy
May 2026	Update in line with new guidance
Sept 2026	Update to bullying section

Linked Policies

Suspension/Exclusion Policy

Equality Information and Objectives Policy

Key Terms

SLT	Senior Leadership Team
HLTA	Higher Level Teaching Assistant
CPOMS	Child Protection Online Monitoring System (Our Safeguarding, Wellbeing and Pastoral Recording System that is used at Grove Road Community Primary School)

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 positive behaviour, we have adopted positive approaches to behaviour management. It is based on the following clearly defined rules and 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.

Vision and Values

We want to create a school community full of happy children who feel safe, secure and respected.

Our School rules

- Be safe
- Be respectful
- Be ready to learn

Our School 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 is 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 encourage children to be polite, well-mannered, dependable and empathetic towards to each other in order to become good citizens. 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.

The principle that underpins our approach to school behaviour is that:

No-one has the right to prevent another child from learning or an adult from working with everyone.

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.

The general standard of behaviour at Grove Road is the collective responsibility of all staff. Every time a child displays poor choices it must be challenged. 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. 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.

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.

Overall Expectations

We expect that all adults and children within our school will treat each other calmly, positively and with respect at all times. No member of our school has the right to refuse to follow a reasonable instruction.

Specific Expectations

Staff, volunteers and governors	➤ To follow the reward and sanction flowchart (Appendix 1) consistently at all times ➤ To ensure that individual positive behaviour plans, where in place, are followed consistently and without prejudice ➤ To lead by example, modelling respect in all interactions ➤ To be consistent in dealing with pupils and all members of the school community ➤ To encourage the values of the school among pupils and the school community ➤ To ensure a positive, calm tone of voice and body language are demonstrated at all times ➤ To have high expectations of all pupils ➤ To meet the educational, social and behavioural needs of the pupils through an appropriate curriculum and individual support ➤ To facilitate regular communications between home and school ➤ To ensure that all expected behaviour is recognised in an appropriate way ➤ To ensure that children aren't labelled as naughty and that the choices they make are dealt with and sanctioned ➤ To promote correct and smart uniform at all times ➤ To model and promote good manners at all times
Children	➤ To respect, support and care for each other, both in school and the wider community ➤ To actively listen to others – all adults, including support staff, parents, visitors and children – and respect their opinions ➤ To attend school regularly, on time, ready to learn and take part in school activities ➤ To take responsibility for their own actions and behaviour ➤ To follow school rules and demonstrate the school's values ➤ To be respectful of others, regardless of difference; for example, race, gender, religion, disability, sexual orientation and age
Parents	➤ To be aware of and support, the school's values and expectations

	➤ To ensure that pupils come to school regularly, on time for the school day ➤ To take an active and supportive interest in their child's work and progress ➤ To respect, model and support the vision and values of the school ➤ To ensure pupils are fully prepared for the school day ➤ To respect each other and school staff both in school and the wider community
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Positive Behaviour Strategies and Rewards

Positive behaviour is consistently reinforced and our staff model appropriate behaviour in their interactions with each other and with the children. The fundamental rights of all of those in the school are also reinforced. Teachers and other adults adopt a positive and empathetic manner when responding to children and each other.

Verbal Praise

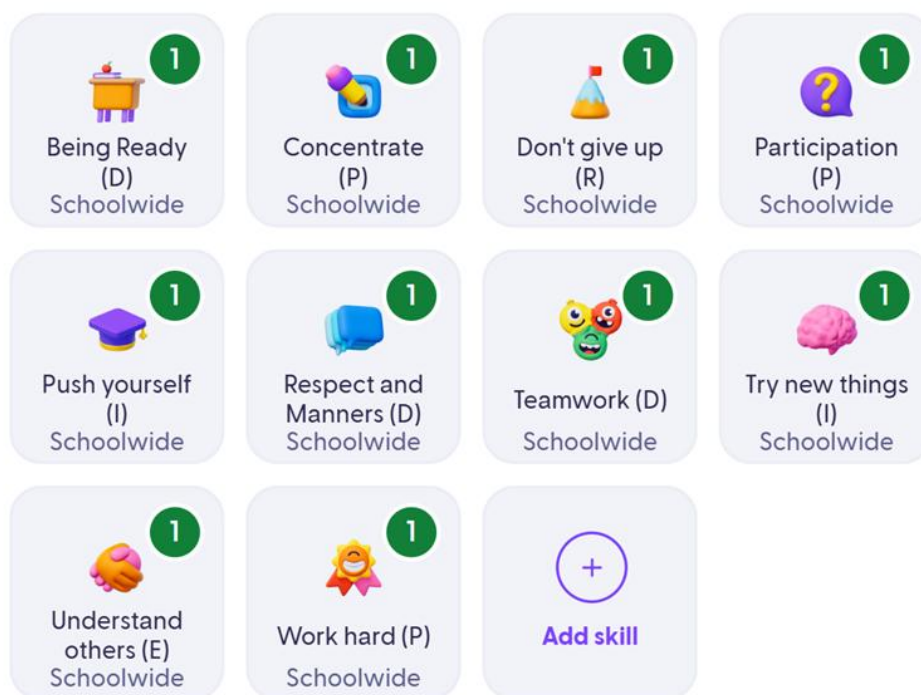
Verbal praise is used to reinforce positive behaviour choices in the moment, providing immediate feedback, and to encourage intrinsic motivation.

Dojo Points

To promote and celebrate positive behaviour and learning choices, children earn ClassDojo points for following school rules and demonstrating our five PRIDE values. All staff members can award these points, supporting a consistent and unified approach to reinforcing positive conduct.

Each classroom displays a visual representation of the points, while the online Dojo system keeps track of each child's total. Upon reaching designated milestones, children can select a prize from the ClassDojo shop, available to each class every two weeks. They also have the option to save their points for a larger reward if they prefer.

All adults in school can award Dojo Points. Points may also be awarded electronically or recorded on the classroom's tally chart, located on the inside of the door. Lunchtime staff can acknowledge positive behaviour by giving stickers, which can later be exchanged for Dojo points in class.



Head Teacher's Awards

To be given to children in recognition of their success and going above and beyond. These are celebrated during our weekly Celebration Assembly.

Gold Awards

In every interaction, we actively seek to celebrate, value and share the successes of our children. A weekly celebration assembly is a dedicated time for the school community to come together to acknowledge and praise achievements. Each class teacher selects one child to receive a 'Gold' award; the children are chosen because they have demonstrated one of our PRIDE values.

Celebrations with parents

Postcards, positive Seesaw messages and phone calls will be made to parents to reward positive behaviour. This will be regularly but on an unplanned basis e.g., a teacher may decide to send home 4 positive Seesaw messages one week and 6 the next week depending on the situation.

Collective Responsibility

All staff are responsible for dealing with behaviour issues with the support of SLT (Senior Leadership Team). Procedures will be applied consistently and fairly at all times.

Teaching Assistants and Support Staff	• <u>Listen</u> to all sides • Seek facts: speak to those involved AND witnesses • Deal with concern / issue by following school procedures • Pass to the class teacher if necessary
Class Teachers	• <u>Listen</u> to all sides • Seek facts: speak to those involved AND witnesses • Deal with concern / issue by following school procedures • If serious / support is required, involve SLT
Senior Leadership Team	• Familiarise with information / facts gathered by others • Establish the reason for escalation • Seek further facts / information by having further conversations with those involved AND witnesses • Follow up on the incident / issue following school procedure

Consequences for Unacceptable Behaviour

At Grove Road, we believe in supporting children to make positive behaviour choices. We recognise that, despite all our efforts to maintain a positive atmosphere, some pupils may struggle and can exhibit displays of unacceptable behaviour and have systems in place to support those who struggle. These systems are based on a relational approach balanced with acceptance of consequences to learn from mistakes and take responsibility for actions.

Step	Examples of Behaviour	
Look	Non-verbal reminder given.	None
Verbal Warning	Despite gentle reminders, not meeting school rules or values Ignoring advice given	None
Pay Back	Continuing to ignore school rules or values despite further reminders and 'take up' time	Miss 5 minutes of next break time. If behaviours continue further minutes will be added.
Step-Out Record on CPOMS	Significant disruption to others' learning	Reflection time within phase, alternative classroom – minimum 5 minutes

SLT Removal Record on CPOMS	Indirect inappropriate language including discriminatory terms Leaving the classroom without permission Violence – without intent Bullying Significant or intentional damage of property Violence – with intent (towards staff) Aggression or intimidation (threats) Direct inappropriate language including discriminatory terms Violence – with intent (to peers)	Go to a member of SLT (HT/DHT) can be in free time (playtimes) Parents to be informed by class teacher / SLT via phone call home
SLT Removal (Following investigation) Record on CPOMS	For individual or continuous serious breaches of the school expectations, an investigation will be held and parents will be informed of the process of this investigation	• Pupil may receive a fixed term suspension • Permanent exclusion may be considered

Restorative Approach

When there have been incidents between children, key questions will be asked to find out what has happened and how the individuals involved can make things right again or repair the harm caused. When children have had a step-out or removal, a Restorative Approach will be used as the final step before a fresh start. Our aim is not necessarily to ask 'Why?' something has happened but to determine what has led up to an issue and resolve it positively. Everyone involved in an incident is taken to talk through a Restorative dialogue and is therefore supported in coming to understand the harm that has been caused to all parties.

The Restorative Questions:

What happened? Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not necessarily to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.

What were you thinking or feeling? What each person was thinking and feeling at the time, before and since.

Who has been affected? Who has been harmed / affected? Older children are encouraged to think about the wider implications of who has been affected e.g., the school community and families.

What needs to happen to put it right? What do those affected need to feel better, move on and repair and rebuild relationships.

How do you feel now? What each person is thinking or feeling now after the Restorative dialogue.

What do you need to do next time? What alternative options could the child who caused the harm have next time, instead of the action they chose?

To



support children in EYFS (Early Years and Foundation Stage) and who find verbal communication difficult with Restorative dialogue, staff may choose to use WIN STEM sentences.

- I wonder what happened?
- I imagine that was...
- I noticed you are ... can you tell me how you are feeling?

Positive Behaviour Plans

The school acknowledges its legal duty under the Equality Act 2010 to prevent pupils with protected characteristics from being disadvantaged. As a result, our approach to challenging behaviour may be adapted to meet individual needs. The special educational needs coordinator (SENDCo) will assess pupils displaying challenging behaviour to identify any unmet needs. When necessary, we will seek support from specialist teachers, educational psychologists, medical practitioners, or other professionals. For pupils with acute needs, we will collaborate with external agencies to develop and regularly review support programmes in partnership with parents.

Some children may require additional support and reasonable adjustments to manage their behaviour, leading to the implementation of a positive behaviour plan. This plan, agreed upon by the child, parents, class teacher, and SENDCo, outlines specific behaviour targets, triggers, displayed behaviours, effective regulation strategies, ineffective approaches, and appropriate rewards and sanctions to ensure consistent support and progress.

Extreme, Unsafe Behaviour

Extreme behaviours that are unsafe to members of the school community and surrounding public 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.

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include (but is not limited to):

Emotional:

Being unfriendly or exclusionary, tormenting.

Demanding money, material goods or favours by means of threat.

Physical:

Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING DEFINITION:

Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobia/biphobia • Transphobia • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention.
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

A pupil may indicate by signs or behaviour that he or she is being bullied. These include if the pupil:

- is frightened of walking to or from their school
- doesn't want to go into vulnerable areas of the school e.g. toilets
- is unwilling to go to school
- becomes withdrawn or anxious
- changes to their behaviours

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Procedures

- Incidents of bullying should be reported to SLT and recorded on CPOMS.
- Parents will be informed and asked to discuss the problem with the school
- If necessary and appropriate, police will be consulted
- The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
- Support will be put in place to educate and help the children demonstrating bullying behaviour to reflect on their actions and the impact.

Outcomes

- Where possible, the pupils will be reconciled via a restorative approach to ensure that the victim has their voice heard by the bully as well as the bully being able to apologise for their actions.
- The school behaviour policy will be applied
- Involvement of external agencies where applicable
- Monitoring by appropriate adult(s)
- Formal recording
- Peer support / peer mentoring
- Liaison with parent/carer
- Risk assessment for both victim & perpetrator

Zero-tolerance Approach to Sexual Harassment and Sexual Violence

The school will ensure that all incidents of sexual harassment and/or violence are taken extremely seriously and fully investigated, including parents and external agencies if appropriate.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how small they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing.

These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - o Manage the incident internally
 - o Refer to early help
 - o Refer to children's social care
 - o Report to the police

Please refer to our Child Protection and Safeguarding Policy for more information.

Racism and Homophobia

At Grove Road Community Primary School, our wish is to develop in every individual a sense of self-worth and respect for others.

Racism is behaviour which upsets a person by making a connection with a person's ethnic group, skin colour, religious beliefs, language / dialect or cultural background or nationality in a negative way. Homophobia is behaviour which upsets a person by making a connection with their perceived sexual orientation. It can take many forms including verbal abuse, threatening behaviour to the person or their property or exclusion from activities. We intend that all possible racial or homophobic incidents are followed up immediately to ensure that it is obvious such behaviour is not condoned under any circumstances. A log on CPOMs and to the local authority must be completed for all incidents by a member of SLT, in addition to being reported to the governing body.

It may be dealt with in a number of ways depending on the seriousness of the incident and the understanding of the children involved. It may take the form of a discussion to improve understanding, the child may have a consequence, parents brought into school, or in very serious incidents a child may be excluded from school following appropriate investigations by the Headteacher.

We oppose all forms of racism and homophobia by both adults and children, in the firm belief that everyone has the right to the best possible education through equal opportunity and access in a healthy, safe, caring and stimulating environment. Children will be encouraged to respond to racism appropriately.

Appeals

The staff, Headteacher and governors 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.

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') may be searched for and confiscated by school staff to ensure the safety and wellbeing of all students.

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 2018.

Restrictive Interventions:

See separate policy



Appendix 1

Flow chart of responses, rewards and consequences.

(Note: Not all parts to a step must be completed before moving to next step)

	Positive Rewards	
		Gold Award
		Share success with Class / Parents
		Dojo points
		Verbal praise for specific actions
		Head Teacher's Award
		Head Teacher visit
	Look	
		Non-verbal reminder of expectations
		Dojos used
	Verbal Warning	
		Re-state expectations and reminders
		Proximal praise
		Dojos used
		Consistency
		Planned ignore – we don't give attention for the wrong reasons
	Pay Back	
		Payback time – 5 minutes of next breaktime
		Learning time made up for in playtime – with teacher / HLTA if PPA time
	Step Out, SLT Removal Logged on CPOMS	
	Step Out	Behaviour is logged on CPOMS - Pupil will be moved to another class within phase – minimum 5 minutes - Pupil should have time to reset and return to class Class teacher / HLTA to speak to parents at the end of the day
	SLT Removal	Behaviour is logged on CPOMS - Go to a member of SLT (HT/DHT) minimum 30 minutes – can be in free time (playtimes) - Pupil to have time to have restorative dialogue, reset and return to class - Pay Back time – 5 minutes of next break SLT / Class teacher to speak to parents via phone call home at earliest possible opportunity
	SLT Removal Following Investigation	Pupil will be referred to SLT – HT / DHT – who will contact parents - Pupil may receive a fixed term suspension - Permanent exclusion may be considered