



## POLICY

|                                 |                          |                            |           |                        |     |
|---------------------------------|--------------------------|----------------------------|-----------|------------------------|-----|
| <b>Date of Policy Creation:</b> | June 2019                | <b>Review Date:</b>        | June 2022 | <b>Responsibility:</b> | FGB |
| <b>Head teacher</b>             | Mr Christopher Parkhouse | <b>Signed: C Parkhouse</b> |           | <b>Date: 5/11/2021</b> |     |
| <b>Chair of Governors</b>       | Mrs Margaret Beagle      | <b>Signed: M Beagle</b>    |           | <b>Date: 5/11/2021</b> |     |

### 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              |

### **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 frequently 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 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.
- Growth mind-set certificates - 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. Teachers and leaders will aim for at least 5 conversations per week.
- PRIDE Journals are used to promote and celebrate responsibility, dependability and empathy as well as self managing behaviour in and around school.
- Star Readers – weekly winners to read with the Headteacher and Frank the School Dog



- Pride Postcards – Teachers will send home weekly postcards to children to thank them for displaying our PRIDE values

### 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 'invisible' 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. The cloud stage must be a last resort, used when all options have been explored to remain positive and include the child in the classroom learning.



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.

**NB: 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. The pastoral team or SLT can be called when, despite constant and patient encouragement to make better choices, a child stays on the cloud stage, or a major incident has occurred**



### Unacceptable Behaviour

We recognise that despite all our efforts to maintain a positive atmosphere some pupils will exhibit displays of unacceptable behaviour.

- Showing disrespect to an adult in school.
- Verbal intimidation of peers.
- Misuse of property either school's or another person's.
- The use of swear words or gestures.
- Physical attacks on other children or adults in school.
- Disrupting the education of other pupils.
- Endangering the health and safety of themselves or others by failing to comply with guidelines about how to move around school and moving into "out of bound" areas.

### Consequence

- Children to be referred to the pastoral team to spend a period of time out of class for restorative practice. If a child needs to spend a significant period of time away from class, academic work needs to be provided for the child.
- SLT team to be consulted if behaviour is deemed serious (see guidance below on major incidents).
- Consequence incidents could result in the SLT enforcing a loss of privilege, e.g. missing play with peers.
- Any involvement of the pastoral team or SLT for a specific child or behaviour incident should be recorded on 'My Concern' – the school's secure safeguarding platform.

### Behaviour outside the classroom

- Positive – sun token – all staff are empowered to award the children a sun token. This immediately moves the child up 1 level of the chart when they return to their classroom.
- Negative – all staff have a responsibility to remind children about their choices, with reference to the language of **PRIDE**. Class teachers to be informed by the staff member, in person, so **the class teacher** can decide on whether the child is to be moved down 1 stage.
- Major incidents – straight to pastoral team or SLT.



### 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 are 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.

### Major incidents

All major incidents will involve the SLT and will include a phone call home to speak to parents/carers or invite parents/carers in to school for a meeting.

Examples of behaviour that are considered 'major incidents':

- bullying behaviour
- fighting
- racist or homophobic comments or actions
- serious challenge to authority
- verbal abuse to another person
- impulsive injury to another person
- malicious physical assault on another person
- significant damage to school property

When a child has had to spend a significant period of time away from class, a member of the SLT will speak to the rest of the class about what has happened.

### **Fixed-Term Suspensions & Permanent Exclusions**

Only the Headteacher (or the Acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the



parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal.

The Headteacher informs the LEA and the Governing Body about any permanent exclusion and about any fixed-term exclusions beyond five days in any one term.

### **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.

### **Extreme Behaviour**

Any behaviour which falls into the following categories may trigger exclusion either temporary or permanent:

- Verbal assault.
- Physical assault.
- Damage to property.
- Theft.

Once the Headteacher is confident that the child's behaviour has improved records of incidents may be removed from the child's records.

### **Use of reasonable force**

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

### **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 be need arise.

### **Covid-19 Addendum**

#### **Attendance During the Coronavirus (COVID-19) Pandemic**

This appendix has been developed in line with the latest government guidance to set out the additional measures that have been put in place to support pupils' attendance at school.

##### **1. Attendance expectations from September**

- 1.1 From the beginning of the 2021/2022 academic year (September), attendance is mandatory for all pupils.
- 1.2 The usual rules on school attendance (as set out in the main body of this policy) will apply, including:
  - Parents' duty to ensure that their child attends school regularly.
  - The school's responsibility to record attendance and follow up absence, in line with the procedures in the main body of this policy.
  - The availability to issue sanctions, including fixed penalty notices in line with the LA's code of conduct.

##### **2. Self-isolating pupils**

- 2.1 The school understands that there will be occasions where some pupils may not be able to attend school due to coronavirus, including for the following reasons:
  - They are self-isolating and have symptoms of coronavirus or a positive test result themselves
  - Rates of coronavirus in the local area have risen and certain individuals are asked to temporarily shield.
- 2.2 Absences relating to pupils following clinical and/or public health advice will not be penalised.
- 2.3 Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, they will be immediately offered access to remote learning, in line with the Pupil Remote Learning Policy.



**3. Reluctance to return to school**

- 3.1 Parents will be advised to contact the school if they have concerns about their child returning to school.
- 3.2 If a parent raises a concern, a relevant staff member will hold a discussion with the parent to discuss their concerns and provide reassurance on the measures that are in place to reduce risk in the school.

**4. Monitoring attendance**

- 4.1 The Headteacher will monitor the school's attendance rates and consult with Public Health
- 4.2 Any trends in non-attendance will be identified (e.g. due to anxiety) and measures will be put in place to reengage affected pupils with the school.