

# Graiseley Primary School



## Behaviour Policy September 2023

## **Introduction**

We aim to provide a happy, positive and secure learning environment where every child has the right to learn and every teacher has the right to teach. We recognise that primary aged pupils need to be taught and modelled correct behaviour and this will need constant reinforcement. Children do not always make the right choices and may need wrong choices pointed out to them with a detailed explanation that validates their emotions and feelings but supports them in making a better choice next time. However, good behaviour is an expectation and a non-negotiable in school and should not have to necessarily be rewarded: it should just be the norm.

We aim:

- to help individuals develop a positive self-image
- to be aware of the needs of others, by showing respect and a caring attitude
- to show an understanding of individual differences
- to provide the opportunity to take responsibility for oneself and one's actions
- to help children gain an understanding of what is right and wrong
- to encourage a sense of respect, care and pride in the school and community in which they live
- to deal with all issues in a fair and consistent way

## **Statutory Framework**

In applying this behaviour and discipline policy, the school will act in accordance with the following legislation and guidance:

- section 175 of the Education Act 2002 requiring the Governing body to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children
- general duty to eliminate discrimination under section 149 of the Equality Act 2010
- Education and Inspections Act 2006

## **Roles and Responsibilities**

**Parents:**

- to be aware of the school rules and any Home/School Agreement
- to co-operate with school
- to ensure children's regular attendance and punctuality
- to encourage their children to show respect and support the school's authority to discipline children

**Staff:**

- the Headteacher fully supports the staffs' authority to discipline
- to follow and apply the behaviour policy
- to be fair and consistent

- to develop an effective working atmosphere
- to use emotion coaching techniques to deal with negative behaviour (see Appendix 2)

#### **Governing Body:**

- to deal with allegations against teachers and school staff (in line with LA policy) quickly, fairly and consistently in a way that protects the pupil and at the same time supports the person subject to the allegation.

#### **Children:**

- to move in an orderly manner around school
- to show respect for people and property
- to demonstrate appropriate levels of concentration and self-discipline
- to take responsibility for their own actions
- to co-operate with and respond to the school rules
- to be polite, considerate and caring

The desired outcome is that children will be motivated and enthusiastic, taking a pride in themselves and our school.

Through praise and encouragement, we aim to emphasise the following positive qualities:

- kindness
- consideration
- tolerance
- respect
- co-operation
- patience
- empathy
- good manners

The following behaviour is considered to be unacceptable:

- bullying - individual or group; verbal or physical abuse; taunting; mimicking (including Cyber bullying)
- physical aggression towards pupils and adults - kicking, hitting, pushing, etc.
- sexual harassment of any form
- swearing, answering back or any form of verbal abuse
- not doing what is reasonably asked of them by an adult
- rudeness
- damaging school property with intent or taking property without permission
- using threatening or intimidating behaviour

### **Classroom management**

#### **School Rules**

The use of the School Rules is in place in the whole school. The rules are to be:

- Ready
- Respectful
- Safe

The rules will be discussed and agreed by the children and class teacher within the first two weeks of the new school year. They should be displayed in all classrooms. The children agree to abide by these rules and understand that if they do not adhere to them there is a procedure that is followed fairly and consistently for everyone.

**To promote good discipline within the classroom staff should aim to:**

- Have high expectations of behaviour and insist on rules being followed
- Establish defined classroom areas.
- Label resources clearly and make them easily accessible.
- Design classroom layout to facilitate ease of movement.
- Organise and adhere to consistent classroom routines e.g. lining up, sitting correctly.
- Model considerate collaborative learning
- Avoid queues.
- Be well prepared and organised.
- Allow adequate time for tidying up.
- Make expectations clear to children and parents, when applicable.
- Share responsibilities between all children.
- Avoid shouting instead use eye contact, gesture, tone of voice, etc.
- Maintain a calm, constructive atmosphere which allows all children to learn
- Establish methods for children to make contributions or communicate with the teacher
- Send children to collect resources in small groups
- Be ready in the classroom to greet children before the start of each lesson.
- Involve children in the organisation of systems wherever possible.
- Be positive e.g. use of 'please walk', rather than 'don't run'.
- Refer to the rules when celebrating or correcting behaviour
- Use PiP and RiP: Praise in Public / Reprimand in Private

### **Rewards**

We aim to encourage positive behaviour rather than emphasise negative attitudes to behaviour and work. It is important to keep this philosophy in perspective. For the majority of children this approach will work, sanctions should be needed only for a minority of children and should be proportionate.

### **Rewards can include the following:**

- Written praise e.g. a positive comment on work, report,
- Verbal praise e.g. to the child, parent, another adult in school
- Peer group praise e.g. a clap, name read out in class assembly
- Child, group or class, singled out as a role model
- Placing value on achievements e.g. work shown to another class, name in Newsletter, part of Celebration Assembly
- House points/Dojo points, certificates for academic and non-academic achievement
- Special responsibilities e.g. being a monitor/house captain
- Certificates
- Postcard home
- Headteacher Stickers and Awards
- Lunchtime stickers awarded by lunchtime supervisors

### **House Point System/Dojo System**

The House system operates consistently throughout the School from Reception to Year 6 as follows:

- Classes are divided into 4 houses
- Housepoint charts will be displayed in classrooms
- Children will be awarded house points for academic achievement and non-academic achievement. When house points have been awarded they should not be taken away.
- Children may mark up their own individual points, under supervision. The teachers or Year 6 House Captains will total up the points on a weekly basis.
- The name of the winning House will be read out in the weekly Celebration Assembly at the end of each half term the winning house will be allowed to wear their own clothes into school on a designated day (e.g. the last day of the half term).

### **Sanctions (see Appendix 3)**

Teachers can discipline pupils whose conduct falls below the standard which could be reasonably expected of them. This means that if a child misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a consequence.

The punishment must be proportionate. Corporal punishment is illegal in all circumstances.

Consideration will be given to whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where

this may be the case, school staff should follow the schools' safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multi-agency assessment is necessary.

The majority of behaviour will be dealt with by the class teacher always in a positive way. If the behaviours are consistent or severe e.g. **Fighting, maliciously throwing, racist incidents, sexual harassment incidents bullying, unprovoked/premeditated attacks, destructive behaviour, attacking staff, bringing dangerous items in**, they will immediately be referred to a member of SLT and parents will be involved. Proportionate consequences will be discussed. If consistent or severe behaviours are seen this will be recorded and actioned on CPOMS.

### **Reflection Room**

One of these consequences (if seen as proportionate) may be the use of a reflection room during lunchtime.

A room will be allocated and supervised by a member of SLT at lunchtimes. Children will be required to attend the reflection room if:

There has been persistent disruption despite intervention from the class teacher.  
Severe incidents - see above

Whilst in the room, children who have been sent in for poor behaviour, will be asked to reflect on the incident and their actions to prevent recurrence. This may take the form of a restorative conversation where the behaviour and its consequences are explored with all concerned parties or reflection: See Appendix 1.

The room will operate every lunchtime between 12.00 and 12.30pm (JH/VC). The children who attend the consequences room will be sent for their lunch at 12.30.

### **Exclusion from events / Loss of privileges**

In certain circumstances (see above for severe behaviours) a child will be excluded from attending after school clubs. The length of exclusion will depend on the severity of the behaviour. Roles and responsibilities may also be withdrawn.

### **Meeting with parents**

Following the meeting with parents an appropriate strategy to improve a pupil's behaviour will be discussed e.g., behaviour diary established for a fixed time (2

weeks), daily contact with parent and class teacher, behaviour record sheet - a timetable with reward stickers.

An individual incident may be so serious that parents are informed immediately and suspension or exclusion may be considered. Also, if an individual pupil is causing serious disruption because of his/her behaviour then referral may be made through the special needs action planning.

We would expect pupils to behave well at school at all times including on the way to and from school. The school rules will apply at the start of the school day on the playground (from 8.40am) and at the end of the day (3.25pm) when all children should have left the school grounds. Any incidents reported before and after school hours will be investigated and the system of entry in the CPOMS will apply.

### **Pupils' conduct outside the school gates**

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Headteachers have a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'. A teacher may discipline a pupil for any misbehaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

### **Use of Reasonable Force**

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

### **Restraint**

Staff maybe required to physically restrain a child in order to keep that child safe or others in close proximity to an incident. This is always a last resort and staff would aim to seek out a staff member who has been in receipt of Physical Restraint training. This should always be done in the presence of two members of

staff and as soon as is possible the child should be removed and taken to the meeting room.

### **Requesting Support**

Each class room has a 'Request for help' sign which they can send with a child to another classroom to ask for support for a child on occasions when they are unable to deal with the behaviour in question on their own.

### **External Agencies**


Involvement of appropriate external agencies may be considered. Strategies will be discussed with all who work with the child, the parents and the child themselves where age is appropriate. This may include setting up an Individual Provision Plan (IPP) or Individual Behaviour Plan (IBP) for that pupil.

### **SEND**

We recognise that some pupils with SEND may need a more bespoke behaviour plan and/or greater flexibility/adaption of the rules. This will always be done in consultation with SLT, parents, involved external agencies and relevant staff. It will like result in an IBP.



# Appendix 1: Behaviour Reflection

<b>Graiseley Primary School</b> <small>Ready, Respectful, Safe</small>	
	 <b>Guide, Prepare, Succeed</b>

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Draw/Write what you did:

Which rule did you break?

Ready:

Respectful:

Safe:

Why did you do it?

Why was it a bad choice?

Draw/Write what you should do next time:

What are you going to do now?

## Appendix 2 – Emotion Coaching Prompts

# Emotion Coaching Prompts!

### Step 1:

**Recognising, empathising, validating the feelings and labelling them. *Connection before correction.***

- Recognise all emotions as being natural and normal, and not a matter of choice
- Look for physical and verbal signs of the emotion being felt
- Take on the child's perspective (attunement, mentalising / mind-mindedness)
- Use words to reflect back the child or young person's emotion and help them to label the emotion
- Affirm and empathise, allowing the child or young person to calm down through co-regulation
- Provide a narrative for the emotional experience, creating cognitive links through co-learning

### Step 2:

**Setting limits in behaviour. *Rapport before reason.***

- **FIRST** co-regulation
  - ⇒ Establish rapport
  - ⇒ Building an attunement with the child or young person
  - ⇒ Mirror neurones then create engagement with the social and emotional brain
  - ⇒ Important that the adult sets the emotional tone -not the adult reflecting back the angry or distressed face of the child, but the child being able to reflect the calm and empathic face of the adult
- **THEN** teaching / co-learning
  - ⇒ State the boundary limits of acceptable behaviour
  - ⇒ Make it clear that some behaviours cannot be accepted

### Step 3:

**Problem solving with the child.**

When the child is calm and in a relaxed and rational state...

- **Explore** the feelings that gave rise to the behaviour, problem, or incident
  - ⇒ Remember that all feelings are acceptable
  - ⇒ We manage our feelings by making choices about how we respond
- **Scaffold** alternative ideas and actions that could lead to more appropriate and productive outcomes
- **Empower** the child or young person to believe they can overcome difficulties and manage their own feelings and behaviour

### Appendix 3

	Unwanted Behaviour Teaching Time	Who	Consequence	Recording
A	Shouting out, rocking on chairs, tapping, whistling, talking, swearing (accidentally), running in corridor	T or TA	Verbal reminder or short consequence e.g. 5 mins off break	
B	Throwing equipment, name calling, pushing, swearing, defacing equipment	T or TA - PL	Warning, time out (in or out of class)	Record on CPOMS
C	Fighting, answering back, maliciously throwing, racist incident (one off), Sexual harassment (one off)	PL	Reflection Room X1 Minimum) = Parents Informed	Record on CPOMS
D	Persistent bullying, unprovoked/premeditated attacks, persistent defiance, destructive behavior, persistent disruptive behaviour, attacking staff, bringing dangerous items in, acts of aggression towards other pupils and staff, persistence/repeat of 'C'	PL AHT HT GOVS	Parents Informed Internal Exclusion Suspension Permanent exclusion	Record on CPOMS (any suspensions/exclusions to follow LA process of recording)
*	Homework not completed No PE KIT	T	Attendance at class run homework club x3 Letter home/Parental contact	Record on CPOMS

	Unwanted Behaviour at Lunch/Break	Who	Consequence	Recording
A	Shouting out in dinner hall swearing (accidentally), running in corridor	LTS	Verbal reminder or short consequence e.g. 5 mins time-out	

B	Throwing equipment, name calling, pushing, swearing, defacing equipment	LTS T	Warning, time out (in or out of class)	Record on CPOMS
C	Fighting, answering back, maliciously throwing, racist incident (one off), Sexual harassment (one off)	T/PL	Reflection Room X1 Minimum) Parents Informed	Record on CPOMS
D	Persistent bullying, unprovoked/premeditated attacks, persistent defiance, destructive behavior, persistent disruptive behaviour, attacking staff, bringing dangerous items in, acts of aggression towards other pupils and staff, persistence/repeat of 'C'	PL AHT HT GOVS	Parents Informed Internal Exclusion Suspension Permanent exclusion	Record on CPOMS (any suspensions/exclusions to follow LA process of recording)