

GRESHAM PRIMARY SCHOOL BEHAVIOUR POLICY

RATIONALE:

- To inform new staff, governors, parents, LA officers and other interested parties of our Behaviour Policy.
- To encourage a whole school approach to behaviour and discipline.
- To promote and implement British values, our school motto 'Gresham Pupils Succeed' and those of the school via the Gresham Skills Toolkit aims of developing resilience, independence, risk taking, creativity, collaboration, questioning, perseverance, reflectiveness, communication and empathy.
- To promote our vision 'We at Gresham succeed because everyone is happy, kind, challenged, inspired and ready for the future'.
- To ensure that all staff, governors, children and parents hold a common view of the aims of the policy.
- To heighten staff awareness of the need for all members of the school community to maintain a safe and secure environment for each individual.
- To ensure that all members of the school community have a clear understanding of what is expected of them in their relationships with others.
- To make staff accountable for implementing the policy fully and thus ensuring that all members of the school community feel valued, safe and secure.

HOW THE POLICY WAS DEVELOPED:

When the policy was first developed, staff meetings, consultations with the class Parent Representatives and the Governing Body were held. Discussions were held with the children in the school at the time. The children were also involved in developing a Code of Conduct. The staff attended conferences and in-service courses on Bullying and Behaviour Management and consulted the relevant documents:

Guidance for Head teachers and Staff (DfE)

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools - A guide for headteachers and School Staff.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)

Guidance for Head teachers and Governing Bodies (DfE)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/463484/Behaviour_and_discipline_in_schools_guidance_for_governing_bodies.pdf

Guide to Exclusions (DfE)

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269681/Exclusion from maintained schools academies and pupil referral units.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269681/Exclusion_from_maintained_schools_academies_and_pupil_referral_units.pdf)

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The policy has been reviewed at regular intervals since and has been found to be as relevant as it was when it was first developed, although the Code of Conduct has been updated since.

AIMS OF THE POLICY:

- To promote mutual respect and trust within an atmosphere which encourages self-esteem and celebrates achievement of all kinds.
- To encourage pupils to take more responsibility for everything they do while at school.
- To encourage parents to support the school's policy for promoting good behaviour.
- To reflect the ethos and aims of the school.
- To build a sense of community, where individuals are valued and respected by themselves and others.
- To prepare pupils for later life and their role in society.
- To provide an ordered atmosphere and a sense of fairness.
- To heighten awareness of bullying, racial harassment, sexism and other forms of discrimination; to develop positive strategies for dealing with them; and to provide an atmosphere where pupils feel that they can discuss incidences of them.

SOCIAL, MORAL, SPIRITUAL & CULTURAL:

In the school curriculum children learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past and how they live today, they are better able to make their own life choices today. We ensure that when selecting source material, a range of perspectives and viewpoints are represented; including those of men and women of different racial, national or religious groups. We ensure that societies are not just represented from the British perspective but also from their own. The School's curriculum is designed to teach pupils how to develop a sense of identity and a cultural understanding based on their family heritage. The importance of the pupil's own cultural background and those of members of the school and wider local community is recognised as a resource which may give an alternative perspective on events of the past as well as the present.

Particular care will be taken to ensure that pupils develop an awareness of:

- the causes and consequences of prejudice, discrimination and inequality together with an appreciation of the treatment of a range of disadvantaged groups;
- the need to challenge racist and sexist stereotypes, images and language;
- the importance of looking at situations and events from a variety of cultural, social, economic and political perspectives;
- the value of studying a range of societies in different parts of the world and exploring the encounters between different cultures and cultural groups;
- the full extent of the contribution and experiences of women, men and children in different circumstances and from different cultural groups together with the need to provide positive role models for different pupils.

IMPLEMENTING AND MONITORING THE POLICY:

- Through the communication of the school's "Code of Conduct" to every pupil, member of staff, parent and governor. At the beginning of each school year, the children are reminded of the Code of Conduct and it is discussed.
- Through the development of school and classroom rules.
- Through regular reviews of the policy and its implementation and in discussion with all staff, including dinner supervisors, children and parents.
- Through assemblies on various aspects of desirable behaviour and positive attitudes to others.
- Through formal monitoring by the Head and Deputy Headteacher and informal monitoring by other members of staff.
- Through staff meetings and informal discussions.
- Through planning the school's curriculum, which is relevant to the pupils' needs, interests and experiences and which will motivate them to learn.
- Through creating a welcoming, interesting and stimulating environment.
- Through setting high expectations for the children in both their learning and behaviour.
- Through implementing challenge throughout the curriculum to ensure that 'learning behaviour' (attitudes to learning) is good in all classes.
- Through giving the children opportunities to take on responsible roles within the school and classroom.
- Through a consistent approach when applying strategies for dealing with unacceptable behaviour, including the application of sanctions e.g.
 - red or amber card,
 - break time detentions,
 - after school detentions,
 - a child may be withdrawn from representing the school at future events, trips, workshops, sporting activities whether at school or at another venue if their safety or the safety of others is at risk or if their participation could undermine the reputation of the school.
 - a child's place at an after school or extra-curricular club may be withdrawn if their attendance at that club could pose a risk to the safety of themselves, other children or adults or if it could undermine the behavioural expectations required of the club and school.
 - A fixed term or permanent exclusion.
- Through all staff presenting positive role models in their relationships with others within the school community.

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- Through every member of staff taking responsibility for maintaining the pupils' good behaviour.

INCLUSION

We recognise the fact that there are children of widely different abilities in all classes and that this can have an impact on their behaviour. We provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, some children not completing all tasks;
- providing resources of different complexity according to the ability of the child;
- where possible, using classroom assistants to support the work of individual children or groups of children.

Where particular pupils have learning and assessment requirements which go beyond the provision described above, and which must be addressed in order to overcome barriers to learning, for example as a result of a special educational need, disability, or linked to the pupils' progress in learning English as an additional language, teachers will take account of these requirements by;

- Making provision where necessary to support individuals or groups of pupils to enable them to participate effectively in the curriculum and assessment in both classroom and fieldwork activities. Where, because of visual or multi-sensory impairment or mobility difficulties, pupils are unable to gain incidental learning of the wider world teachers will help pupils to observe and gain understanding of the curriculum.
- Taking account of the type and extent of the difficulty experienced by the pupil. In many cases the action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials, consistent with school-based intervention as set out in the SEN Code of Practice. Where pupils need access to specialist equipment or adapted activities teachers will refer to and implement the pupils' statement of special educational needs and work closely with representatives of other agencies who may be supporting the pupil.
- Helping pupils to manage their behaviour and help individuals to manage their emotions so that they can take part in learning by adapting rewards and sanctions to meet the needs of the pupil according to their age, understanding or any additional Special Education Needs, whilst still falling within the whole school approach and policy. This may include adapting a sanction to ensure a child with SEN is included in the whole school approach and is able to learn from any sanction applied.

EVALUATING THE IMPACT OF THE POLICY:

The policy will be considered effective when pupils demonstrate:

- High standards of behaviour that reflect class and school rules and the Code of Conduct.
- Self esteem, independence, autonomy and have a positive attitude to their learning.
- An ability to relate in a positive and appropriate way with adults and children.

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The policy will be considered effective when the teaching and non-teaching staff, parents and governors actively take responsibility for promoting high standards of behaviour among the pupils and work together in a partnership to achieve this.

GUIDELINES FOR IMPLEMENTING THE BEHAVIOUR POLICY:

PRAISING ACHIEVEMENT, PROMOTING GOOD BEHAVIOUR AND ENCOURAGING RESPONSIBILITY.

The children's good behaviour and various achievements are acknowledged in a variety of ways.

- Each class teacher has an individual system within their classroom for rewarding good behaviour or achievement. This may take the form of a class chart, stickers, achievement cards and positive comments in the children's workbooks, as well as direct praise and encouragement from their teacher and other adult helpers in their classroom. Teachers can also use the house points system to reward children for good behaviour and learning.
- Children are encouraged to take on various responsibilities both in their own classroom and in other areas of the school, e.g. class jobs, and looking after the library. Some of the older children assist the infant children during lunchtimes and in the younger children's classrooms during wet playtimes.
- "Merit Assembly" is an opportunity for children to acknowledge a variety of achievements and nominated children may have an opportunity to show their work, read their stories or poems, perform a dance, or play a musical instrument and show certificates and awards, etc. Parents are also invited in to the assembly.
- 'Golden Time' – following discussions with children and a pupil survey in the summer of 2013, pupils asked to be rewarded more for good behaviour and work. The school introduced 'Golden Time', an additional 15 minute play time on Friday mornings which follows a traffic light system that allows pupils to keep all or part of their golden time for extra play. Those on 'amber' keep half of their golden time and those on red miss all of their golden time. See separate notes – appendix. This is applied for all children in school but may be adapted by the class teacher to meet the needs of particular pupils.
- Children may also show their work to another teacher, the Deputy Headteacher or Headteacher.
- Parents are formally invited to view displays and exhibitions of work and attend open evenings, concerts and plays.

PROCEDURES FOR DEALING WITH UNACCEPTABLE BEHAVIOUR

Each teacher and other member of staff will fill in an incident form to record any details of unacceptable behaviour from children that they judge require formal recording. Not all incidents may be recorded in this way.

When serious incidents occur, the Deputy or Headteacher will also become involved. Parents will be informed of all serious incidents of unacceptable behaviour. Teachers will make a judgement as to whether to inform parents of either the victims or alleged protagonists.

Sanctions

Sanctions for unacceptable behaviour include:

- Removal of privileges, such as missing playtime. The children who need to miss their playtimes are kept in the class where they are supervised or they will sit outside the staff room.
- Removal of some or all of a pupil's Golden Time.
- Other sanctions may include undertaking some form of "school community service", e.g. collecting litter from the playground, tidying classrooms.
- With serious incidents of unacceptable behaviour, the children are sent to the Headteacher and may have to miss playtimes or do their work in the HT's office.
- Children who misbehave in class may be sent to another class for a short time to complete their work.
- A child may be withdrawn from representing the school at future events, trips, workshops, sporting activities whether at school or at another venue if their safety or the safety of others is at risk or if their participation could undermine the reputation of the school.
- A child's place at an after school or extra-curricular club may be withdrawn if their attendance at that club could pose a risk to the safety of themselves, other children or adults or if it could undermine the behavioural expectations required of the club and school.
- Fixed term or Permanent Exclusion.

ROLES AND RESPONSIBILITIES:

The role of the curriculum

Staff should ensure that the school's curriculum is broad, balanced and takes account of the diverse needs of the children.

Staff should ensure that appropriate and relevant teaching methods are adopted, which encourage and motivate the children to learn.

The curriculum should be used as a vehicle to promote the children's SMSC (Social, Moral, Spiritual and Cultural) development e.g.

- English: role-play and drama;
- History: social studies;
- P.E.: turn taking, co-operation and collaboration;
- R.E.: the moral implications of actions (also refer to the Policy for PHSE and Citizenship).
- IPC : national and international understanding.

The Role of the Pupils

- To follow the Code of Conduct and obey the school rules.
- To develop positive relationships with other children, with teachers and with other adults.
- To abhor all unacceptable behaviour as outlined in the school's Code of Conduct and Rules.

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- To adopt positive attitudes to their own and others' learning.
- To behave sensibly and contribute responsibly, in order to create a stable atmosphere, in which each can give of his/her best, whether working alone, or in collaboration with others.
- To recognise the need for supervision in circumstances where health and safety is an issue.
- To accept the consequences of their actions and any rewards and sanctions which may follow.

The Role of the teachers

- To be an effective teacher and a good classroom manager. (Refer to Teaching and Learning Policy)
- To be a positive role model in relationships with other adults and children and set the highest standards.
- To encourage the pupils towards desirable behaviour through:
 - Focussing on pupils' strengths e.g. nominating pupils for mention in achievement assemblies, displaying pupils' work attractively.
 - Giving pupils opportunities to discuss the school's Code of Conduct and school rules.
 - Involving pupils in devising class rules.
 - Involving pupils in contributing their ideas to appropriate rewards and sanctions.
 - Taking responsibility for promoting good behaviour among all pupils and in all areas of the school.
 - Encouraging feelings of self-esteem and of mutual respect between children and adults, irrespective of race, religion, disability and gender.
 - Report incidents of unacceptable behaviour on incident forms and report to parents where appropriate. Serious incidents should be reported to parents at the earliest opportunity.
 - Report serious matters to the Headteacher or Deputy Headteacher.
- Be consistent in administering rewards and sanctions and intervene early in situations which are potentially problematic, or where the conduct of pupils towards each other is unacceptable.
- Be on time for lessons, playground duties, etc, and always ensure that pupils are adequately supervised.
- To inform parents of decisions in writing regarding after school detentions with 48 hours notice in advance if this sanction is applied.

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The role of non-teaching staff

- To support the school by implementing the behaviour policy and ensure that procedures are followed.
- To be a positive role model in relationships with other adults and children and set the highest standards.
- To encourage feelings of self-esteem and mutual respect between children and adults, irrespective of race, religion, disability and gender.
- To report serious incidents to the class teacher.
- To arrive promptly for work and adequately supervise the pupils at all times.

The Role of Parents

- To work in partnership with the school and to support the children's learning, e.g. through attending parent and open evenings and other school events.
- To support the school in encouraging feelings of self-esteem and mutual respect between children and adults irrespective of race, religion, disability or gender.
- To encourage the children to be punctual and attend regularly and provide the school with reasons for absences.
- To take an active involvement in the children's learning, e.g. supporting in class where appropriate, monitoring homelearning and advising the school of existing or potential problems.
- To support the school by ensuring that their children follow the Code of Conduct, obey the school rules and support the implementation of the school's Behaviour Policy.
- To be aware of and accept responsibility for the conduct of their children at all times, whether at school, at home or in the local community.
- To discuss any concerns or the behaviour of their child or that of other children with their child's class teacher in the first instance.
- To refrain from contacting other parents directly or discussing concerns with them or any other parents verbally or using any other medium e.g. social networking sites, email etc.
- To support the implementation of this policy.
- To follow the school Complaints Policy and Local Authority Complaints Guidance which are available via the school web site or on request from the school office if they wish to challenge a decision made.

The Role of the Governors

Governors have a responsibility to ensure that they know their school well and keep in touch with all significant developments.

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- To work with the staff of the school to review the policy and guidelines for implementing the policy.
- To monitor the effectiveness of the policy through discussion with the staff and visits to the school.
- To recognise the value of the professional advice that they are given by the Headteacher, teaching staff and inspectors.
- For nominated governors to serve on any appeals panels that may sit as required.

Confirmation the Policy for Behaviour in respect of Gresham Primary School has been agreed, approved and ratified by the Governing Body:

Signed by:

Chair of Governors: Date:

Headteacher: Date:

Approved at the Governing Body Meeting on:

Minute reference: