

GRESHAM PRIMARY SCHOOL

BEHAVIOUR POLICY

Gresham pupils succeed because everyone is happy, kind, challenged, inspired and ready for the future. In order for us to realise this vision, the excellent behaviour of our pupils is sacrosanct. We know that a class full of children will be happier and more ready to learn if they and their peers are valuing, understanding and demonstrating the impeccable behaviour we expect.

RATIONALE

- To promote our vision 'We at Gresham succeed because everyone is happy, kind, challenged, inspired and ready for the future'.
- 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 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.

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)

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.

GRESHAM PRIMARY SCHOOL

- 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 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 those 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

- At the beginning of each school year, the children are reminded of the Code of Conduct and it is discussed.
- Through the Home School Agreement.
- 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 headteacher 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.
- Through all staff presenting positive role models in their relationships with others within the school community.
- 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 Policy. 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 of any additional Special Education Needs or disabilities 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.

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.

GRESHAM PRIMARY SCHOOL

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.
- 'Golden Time' – The school has a '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. A child may miss some of their playtime when put on amber or red *that day*. They must behave well to return to green. At the end of the week, those who remain on 'amber' keep half of their golden time and those who remain 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 or other relevant member of staff will fill record all incidents in the Cpoms system. This includes low level incidents and more serious incidents which require the attention of a senior member of staff.

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, by phone, which may result in a meeting to discuss the incident.

Sanctions

- verbal warning
- amber (half of golden playtime lost)
- red (golden playtime lost)
- partial or full loss of playtime/lunch time play
- removal from class
- sent to the head teacher/deputy head teacher
- withdrawn from special events, trips, workshops, sporting activities (loss of privileges)
- removal from attendance at a club
- behaviour plan
- fixed term exclusion
- permanent exclusion

GRESHAM PRIMARY SCHOOL

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).
- Scarf Health Project
- The children's Health Project
- 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.
- 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 leader. (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.

GRESHAM PRIMARY SCHOOL

- 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.
- To uphold the Home School Agreement.

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.
- To uphold the Home School Agreement

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 home learning 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 which are available via the school web site or on request from the school office if they wish to challenge a decision made.
- To uphold the Home School Agreement and Gresham's Behaviour Policy for Parents and Carers.

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.

- 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.

GRESHAM PRIMARY SCHOOL

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:

APPENDIX 1

Location	Level	Behaviour	Action/Consequence
<p>Playground/ Lunch Hall/Corridors</p>	<p>Level 1</p>	<p><u>Low level</u> disruption e.g.</p> <ul style="list-style-type: none"> ● Shouting across the lunch hall ● Throwing/intentionally dropping food at others or on the floor ● Intentional poor table manners (e.g. spitting food) ● Running in the dining hall ● Pushing in the line/talking in the line ● In the building without permission ● Rough play ● Poor use of equipment ● Being somewhere without permission 	<ul style="list-style-type: none"> ➤ Verbal reminder/warning ➤ Appropriate behaviour/rules explained
<p>Playground/ Lunch Hall/Corridors</p>	<p>Level 2</p>	<ul style="list-style-type: none"> ● Repeat occurrence of level 1 behaviour after reminder/warning ● Refusing to listen to adult instructions ● Answering back/walking away from an adult ● Rude/ inappropriate responses ● Rude/threatening gestures ● Taunting/teasing/winding up ● Name-calling/cussing ● Breaking equipment through lack of care ● Running in the school 	<ul style="list-style-type: none"> ➤ Time by the red fence (missing some playtime) ➤ Teacher informed ➤ Possible record made on Cpoms ➤ Possible contact with parents depending on pupil history and circumstance (teacher judgement)

GRESHAM PRIMARY SCHOOL

<p style="text-align: center;">Playground/ Lunch Hall/Corridors</p>	<p style="text-align: center;">Level 3</p>	<ul style="list-style-type: none"> • Repeat occurrence of level 2 behaviour after sanction • Swearing at someone • Purposeful damage to property • Racist/homophobic name-calling • Physically hurting someone 	<ul style="list-style-type: none"> ➤ Immediate loss of playtime for the rest of the day, or the next day ➤ Sent to the head teacher/SLT ➤ Recorded in Cpoms ➤ Parents contacted ➤ Privileges may be removed <p>Possible:</p> <ul style="list-style-type: none"> ➤ Involvement of SENCO ➤ Referral to outside agency ➤ Behaviour plan
<p style="text-align: center;">Playground/ Lunch Hall/Corridors</p>	<p style="text-align: center;">Level 4</p>	<ul style="list-style-type: none"> • Repeat occurrence of level 2/3 behaviour after sanction • Fighting/biting/serious harm to others • On-going bullying or inciting others to bully • Verbal or physical abuse of staff 	<ul style="list-style-type: none"> ➤ Immediate loss of playtime for an agreed number of days ➤ Sent to the headteacher/SLT ➤ Record made on Cpoms ➤ Parents contacted ➤ Privileges may be removed <p>Possible:</p> <ul style="list-style-type: none"> ➤ Behaviour plan ➤ Police informed ➤ Possible fixed term of permanent exclusion

GRESHAM PRIMARY SCHOOL

Location	Level	Behaviour	Action/Consequence
Classroom+	Level 1	<p><u>Low level</u> disruption e.g.</p> <ul style="list-style-type: none"> • Calling out/chatting • Interrupting/ silly noises • Ignoring instructions • Being silly/pushing in line • Throwing/flicking small objects/being silly • Wandering around the classroom • Not following established classroom rule • Poor effort or attitude to learning 	<ul style="list-style-type: none"> ➤ Verbal reminder/warning ➤ Appropriate behaviour/rules referred to
Classroom+	Level 2	<ul style="list-style-type: none"> • Repeat occurrence of level 1 behaviour after reminder. • Refusing to work • Answering back/walking away • Purposeful disruption of teaching and learning • Rude/ inappropriate responses • Rude/threatening gestures • Taunting/teasing/winding up • Name-calling/cussing • Breaking equipment through carelessness • Leaving the classroom without permission 	<ul style="list-style-type: none"> ➤ Amber card ➤ Loss of part or whole of playtime ➤ Possible record made on Cpoms

GRESHAM PRIMARY SCHOOL

Classroom+	Level 3	<ul style="list-style-type: none"> • Continued repetition of any of the above • Deliberately aiming and throwing objects at someone • Harming someone • Intimidating others • Purposeful damage to property • Swearing at someone (physical or verbal gestures) • Racist/homophobic name-calling 	<ul style="list-style-type: none"> ➤ Red card ➤ Sent to the head teacher/SLT ➤ Record made on Cpoms ➤ Parents contacted ➤ Privileges may be removed <p>Possible:</p> <ul style="list-style-type: none"> ➤ Involvement of SENCO ➤ Referral to outside agency ➤ Behaviour plan
Classroom+	Level 4	<ul style="list-style-type: none"> • Continued repetition of any of the above • Fighting • Biting/serious • Throwing dangerous objects • Serious damage of property • Threatening physical violence • Stealing • Intentional sexual harassment • Serious racist/homophobic name calling • Leaving school premises 	<ul style="list-style-type: none"> ➤ Red card ➤ Sent to the head teacher/SLT ➤ Record made on Cpoms ➤ Parents contacted ➤ Privileges removed <p>Possible:</p> <ul style="list-style-type: none"> ➤ Involvement of SENCO ➤ Referral to outside agency ➤ Behaviour plan
Classroom+	Level 5	<ul style="list-style-type: none"> • Continued repetition of any of the above after behaviour plan/support implemented • Extremely violent behaviour • Extreme verbal or physical abuse to staff 	<ul style="list-style-type: none"> ➤ Fixed Term Exclusion ➤ In the most serious cases Permanent Exclusion could follow.