



Grimley & Holt C of E Primary School

Excellence and excitement every day for every child

Behaviour Policy and Statement of Behaviour Principles (amended for COVID-19 restrictions)

Approved by: Mike Saunders & Andrew Richards Date: 5/12/19

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1.0 Aims

Our Beliefs

Grimley and Hilt Primary School's behaviour policy is informed by Christian Values which underpin every aspect of the community's life and work, including the curriculum. These values are rooted in the teaching of Jesus Christ. Central to a behaviour policy in a church school are Jesus' words recorded in the seventh chapter of the Gospel of Matthew:

"So in everything, do to others what you would have them do to you, for this sums up the Law and the Prophets."

This is referred to as the Golden Rule. We also have a 'Good to Be Green Code' which supports children to manage their behaviour.

Our Behaviour policy aims to:

- Make a distinction between proactive approaches (those that aim to prevent bad behaviour) and reactive approaches (those that deal with bad behaviour after it has happened) to discipline and combine aspects of both approaches
- Recognise the distinction between the traditionally accepted meaning of 'behaviour' and what constitutes good behaviour for learning (which focusses on establishing positive relationships with others, on being self-reflective and self-managing and on engaging with the curriculum).
- Foster a positive and compassionate environment in which all children can flourish and reach their full potential,
- Develop relationships based on respect, generosity, integrity and trust between all members of the school community, including parents and members of the Governing Body,
- Raise awareness of desired standards of behaviour by celebrating and rewarding occasions when children have been 'Values Champions' (i.e. have demonstrated values in practical ways),
- Ensure that there is clarity about the procedures and sanctions agreed by all stakeholders through the use of the Good to Be Green Code.
- Give children the confidence that issues relating to behaviour will be referred back to the Golden Rule and the school's Christian values.
- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

As a direct consequence of the Behaviour Policy:

Children will:

- Build strong relationships
- Experience what it means to live as a member of an open, generous and forgiving community
- Benefit from a calm and secure learning environment
- Be fully involved in regular reviews of the Behaviour Policy (through School Council and whole school meetings)
- Feel safe at school; the right to learn and the right to be respected and to have fair treatment. To stay safe using the internet children are taught about acceptable use of the internet and have to sign an Agreement.
- Be encouraged to develop resilience and self-regulation
- Engage in restorative justice techniques

Children will be empowered to take ownership of their own behaviour and recognise that everyone makes mistakes and that they are a valuable opportunity to learn. Self-regulation is the ability to manage emotions and behaviour in accordance with the demands of the situation. This forms an important part of the metacognitive strategies used at the school. It includes being able to resist highly emotional reactions to upsetting stimuli, to calm down after upset, to adjust to a change in expectations and to handle frustration without an outburst. It is a set of skills that enables children, as they mature, to direct their own behaviour towards a goal, despite the unpredictability of the world and our own feelings- increasing resilience.

Teachers will:

- Recognise that all children make mistakes and view infringements, primarily, as opportunities to learn
- Model forgiveness and the possibility of restoration and a new beginning in their relationships with both adults and children.
- Be able to convey clearly and with confidence expectations of behaviour
- Isolate behavioural skills and provide practice, 'scaffolding' the behaviour to be encouraged
- Benefit from a calm and secure environment in which to teach effectively
- Build positive relationships with parents and the whole school community
- Develop personally and professionally

Parents will:

- Be fully informed about the school's ethos, core Christian values, the 'Good to be Green Code' and the Behaviour Policy
- Feel confident that all the decisions regarding behaviour are just, unbiased, and informed by the Golden Rule, the Good to Be Green Code and the school's values

- Be given time to reflect on the policy in parent voice meetings and consultations.
- Be confident that their child is developing personally, socially and academically
- Be offered opportunities to explore further the schools' values at home through weekly school celebrations when we illustrate the school values.
- Feel welcome in school to discuss their child's progress in a positive atmosphere.

Teachers in loco parentis.

The Children Act 1989 provides that teachers have a duty of care towards the children under their supervision, as well as promoting the safety and welfare of the children in their care. The level of this duty of care is measured as being that of a 'reasonable parent.' We recognise that parents and carers are the most important influence in a child's life and that school is most effective when there is partnership with them. In situations when a child has, or attempted to, physically hurt another child or has shown extreme social behaviour that causes another person distress, parents/carers will be informed. The core Christian values of the school and the ethos of the behaviour policy are such that we do not feel it is appropriate to inform parents/carers of less serious behaviours. This is in the spirit of 'in loco parentis', to permit reconciliation, respect and forgiveness at the earliest opportunity and to avoid a situation where the child feels that they have been punished twice for the same mistake.

2.0 Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- It is also based on the [special educational needs and disability \(SEND\) code of practice](#).
- In addition, this policy is based on:
 - Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
 - Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
 - [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

3.0 Definitions

It is important to distinguish between learning behaviour and social behaviour. The former relates to our Teaching and Learning strategy and Learning Detectives Policy.

Social behaviour/skills: communication, social interaction and attitudes

Learning behaviour: positive relationships with others, on being self-reflective and self-managing and on engaging with the curriculum

Proactive approaches: those that aim to prevent bad behaviour.

Reactive approaches: processes for dealing with bad behaviour after it has happened. Proactive behaviour management is the bedrock of good behaviour. However, reactive techniques are also necessary

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious Misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4.0 Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

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

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
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

The schools Anti-Bullying Policy outlines various aspects, including:

- How pupils, parents and staff can report incidents of bullying
- How the school investigates allegations of bullying
- Sanction procedures, making reference to section 7 of this policy where applicable
- How the school supports pupils who have been bullied, and those vulnerable to bullying
- Whole-school proactive strategies to prevent bullying
- How the school trains staff and Governors in preventing and handling bullying.

5.0 Roles and Responsibilities

5.1 The Governing Board

The Teaching and Learning Committee is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Teaching and Learning Committee will also review this Behaviour Policy in conjunction with the Head Teacher and monitor the policy's effectiveness, holding the Head Teacher to account for its implementation.

5.2 The Head Teacher

The Head Teacher is responsible for reviewing this Behaviour Policy in conjunction with Teaching and Learning Committee, giving due consideration to the school's statement of behaviour principles (appendix 1). The Head Teacher will also approve this policy.

The Head Teacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the Behaviour Policy consistently, utilising the Good to be Green Code (Appendix 3)
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 2 for a behaviour log)
- The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil Code of Conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

5.5 Pupils

Pupils are expected to:

- Adhere to the School's 'Good to be Green' Code and rules at all times (see separate policy) and develop an Annual Pupil Code of Conduct.
- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given

- Refrain from behaving in a way that brings the school into disrepute, including when outside school

Safeguarding during COVID-19 pandemic.

Our Behaviour Policy is still applicable. However, there will be two important alterations specific to the Covid-19 response and the need for social distancing:

- If any pupil purposefully physically hurts another pupil or adult (red card) this will now result in the pupil being excluded and sent home immediately and they will be unable to return to school for the period of one day.
- Purposeful ignoring of social distancing rules, resulting in pupils engaging in physical contact or play, will result in one warning. If there is a repeat of the behaviour, the pupil will be given time out in isolation for a short period and spoken to by a relevant adult. If after this the behaviour continues, the parents will be contacted and the pupil will be sent home. If on return to school the next day the behaviour continues, they will be excluded for the period of 1 school day.

We appreciate that the younger pupils will find it extremely hard to observe the social distancing rules and we will give them lots of praise and encouragement to be as socially distant as possible. The above sanctions will only take place as a last resort.

We do not want to be hard on the pupils and will positively encourage social distancing rather than reprimanding.

6.0 Pupil Code of Conduct



7.0 Rewards and Sanctions

In addition to the Good to be Green Code, we also utilise the 'Class Dojo' approach. Class Dojo is used principally to reward LEARNING behaviour and effort. It is not used to sanction anti-social behaviour.

7.1 List of Rewards and Sanctions

Positive behaviour will be rewarded with:

- Praise
- Merit marks
- Letters or phone calls home to parents
- Special responsibilities/privileges
- Class dojos

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the pupil out of the class
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Engage in restorative justice

We may use isolation in response to serious or persistent breaches of this policy. Pupils may be isolated during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

7.2 Off-site Behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

7.3 Malicious Allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Head Teacher will discipline the pupil in accordance with this policy.

Please refer to our Safeguarding Policy and / dealing with allegations of abuse against staff policy for more information on responding to allegations of abuse. The Head Teacher will also consider the pastoral needs of staff accused of misconduct.

Behaviour Management

8.1 Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil Code of Conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establish clear routines
 - Communicate expectations of behaviour in ways other than verbally
 - Highlight and promoting good behaviour
 - Conclude the day positively and starting the next day afresh
- Have a plan for dealing with low-level disruption
- Use positive reinforcement

8.2 Physical Restraint

Please see our Positive Handling Policy.

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 2 for a behaviour log)

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

8.4 Pupil Support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9.0 Pupil Transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10.0 Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

11.0 Monitoring Arrangements

This behaviour policy will be reviewed by the Head Teacher and Teaching and Learning Committee every 2 years. At each review, the policy will be approved by the Head Teacher.

The Written Statement of Behaviour Principles (appendix 1) will be reviewed and approved by the Governing Board every year.

12.0 Links with other Policies

This Behaviour Policy is linked to the following:

- Exclusions Policy
- Safeguarding Policy

- Good to be Green Code
- Positive Handling Policy
- Learning Detectives Policy

Appendix 1: Written Statement of Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the Behaviour Policy
- The Behaviour Policy is understood by pupils and staff
- The Exclusions Policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Forgiveness and reconciliation are a vital part of behaviour management
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.
- The Governing Board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Appendix 2: Behaviour Log

Pupil's name:	
Name of staff member reporting the incident:	
Date:	
Where did the incident take place?	
When did the incident take place? (Before school, after school, lunchtime, break time)	
What happened?	
Who was involved?	
What actions were taken, including any sanctions?	
Is any follow-up action needed? If so, give details	
People informed of the incident (staff, governors, parents, police):	

Remember our Values, remember the golden rule “Do to others what you would have them do to you” and follow the Good to Be Green Code!

Trust and Honesty

Compassion and Kindness

Peace and Justice

Love and Forgiveness

Friendship and Co-operation

Patience and Perseverance

Be polite at all times.

Listen to others & follow instructions promptly.

Look after school property.

Keep your hands, feet and unkind words to yourself.

The Cards

The cards are placed on children’s desks, discreetly, to prevent any embarrassment or ridicule.



A gentle reminder of the expected standards of behaviour. Children are encouraged to reflect on their behaviour and how it may be effecting themselves and others.



Occasionally children will need a reminder of behaviour expectations and our values in school. If a child needs reminding twice of our expectations, they will receive a yellow card and may be asked to move seats. If a child demonstrates that they can follow instruction, the card is removed.



If a child continues not to follow the code, they will be allocated a red card. If behaviour warrants, they may be asked to work elsewhere. Poor behaviour never negates the need to complete a task. There will be rare occasions where a child's behaviour will take them straight to red e.g. hurting another person and verbal abuse. Once a child receives a red card they will miss 15 minutes playtime, the Head Teacher will talk to the child about our school values and support the child to make changes for the future. This will involve:

- use the Golden Rule as the starting point to challenge the child on how he/she would have felt if he/she had been on the receiving end of the behaviour in question, and encourage the child to feel empathy
- ensure that the child understands why his/her behaviour is not appropriate
- seek to avoid confrontation and demonstrate compassion through active listening and forgiveness where there is an acknowledgement of wrong doing.
- establish the facts and reserve initial judgement
- provide children with the opportunity to make amends, reminding them that it is their behaviour, not themselves, that is unacceptable.

The school follow LA guidelines concerning fixed term exclusions.

Responses to Good Behaviour

We want to recognise the majority of children who are consistently following the 'Good to Be Green Code' and following demonstrating our school values in action.

- Values Challenge

Every week the children will be challenged to show the values explained in assembly. One child per year group will be rewarded with a celebration certificate for demonstrating the value. These will be displayed every week in school.

- Values and Effort Dojo points

Children will be given points for demonstrating our school values. Every week the points will be added up and the team with the most points will be rewarded. Every child who has been “green” all day will receive 1 point.

- Head Teacher certificates, stickers and texts

Every time children are sent to the Head Teacher for showing our school values they are given a certificate to take home to share with their parents. These will be recorded on the weekly school newsletter and when appropriate a text will be sent to the parent of the child.

- Lunch Time Values Champions

Each week the lunch time supervisor will select a Values Champion from the school. This child will be presented with the Values Cup to take home for the weekend to be returned on Monday.

- Values Team and Learning Detectives Boards

Children write the names of others who have demonstrated the ‘value in action’, (e.g. shown generosity towards them) on the laminated Values in Action Boards in the hall. This behaviour will be affirmed and praised during the celebration worship on Fridays.

- Verbal praise and positive comments

Praise and positive comments will be given readily. Class and supply teachers, lunchtime supervisors and support teachers will be encouraged to comment on good behaviour using the 'values language' in order that children understand what the value, eg compassion, looks like in practice.