



## Grindleford Behaviour Policy (School)

### Category: Safeguarding

<b>Created by:</b>	Staff	<b>Date:</b> 1 <sup>st</sup> November 2022
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<b>Approved by:</b>	FGB	<b>Date:</b> 13/10/23
<b>Reviewed by:</b>	Holly Moore and Rachel Slack	
<b>Nominated Governor:</b>		
<b>Review Period:</b>	1 yr	
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Should it be on the Website?	Yes	
<b>Is there personal information in the document?*</b>	No	
<b>Related Documents:</b>	Safeguarding Policy	

### **STATEMENT**

We believe it is a primary responsibility of our School to promote and uphold high standards of behaviour, conduct and discipline. This is an important part of maintaining and further raising the attainment and achievements of all our pupils. By creating a positive environment for learning, we believe that all members of the school community can thrive and feel safe and respected. It is our aim that children will become increasingly responsible, respectful and self-disciplined as they grow and move on through the school.

### **INTRODUCTION**

The behaviour policy will determine the boundaries of acceptable and unacceptable behaviour, the hierarchy of rewards and repercussions and how they will be fairly and consistently applied in our school.

### **STATUTORY DUTY OF SCHOOLS**

The Headteacher, staff and governing body are all responsible for promoting good behaviour in Grindleford Primary School. The Headteacher will publicise this policy by making it known within the school and to parents, and by annually bringing it to the attention of children, parents and staff through school the school curriculum, assemblies, training, the school prospectus, website, staff handbook and induction procedures.

## **AIMS**

- To promote self-discipline and proper regard for authority among children
- To encourage good behaviour and prevent all forms of bullying among children
- To ensure children's standard of behaviour is acceptable, appropriate and does not disrupt the learning of others
- To promote co-operation as well as responsible independence in learning
- To promote positive behaviour within the school and the wider community
- To promote the values of honesty, fairness and respect for others
- To encourage individuals to be accountable for their own behaviour
- To encourage every child to recognise and respect the rights of others

## **RULES**

There are 4 rules which apply at all times and in all circumstances within our school:

- We are kind to others
- We listen with thought
- We follow instructions with care
- We respect people, things and places

In addition to the school rules, there are instructions which can be changed to match the activity, age of the children and prevailing circumstances (e.g. new child to school). Whilst children will be expected to know the school rules, they will be directly involved in establishing the instructions. Within the classes, the children will be involved in creating their own class charter and will be reminded of this regularly/as appropriate. Through involving the children in thinking about and discussing the rules which they believe to be fair and appropriate for their class, we believe that they are more able to contribute positively to school life.

## **REWARDS**

Rewarding achievements is done through positive recognition of individual children or whole class achievements in good attendance and behaviour. They may be rewarded through any of the following:

- Verbal praise by the teacher or other adults in school
- A written comment in book, a sticker or a learning point
- The rest of the class, other teachers, whole school or parents being told of the child's success
- The child visiting the Headteacher for verbal praise, a certificate or sticker

- Any member of staff may award Dojo points for positive behaviour, including (but not exclusive to): effort in their work, demonstrating good manners, kindness and helping others

Children will also be rewarded for consistently good behaviour.

### ***Class Dojo***

All teaching staff, including teaching assistants, will have access to Class Dojo and will be linked on this to all of the classes in the school. Dojo points will be awarded for the demonstration of positive behaviour and can be distributed under the categories of: learning point, citizen point, Good to be Green, pupil of the week or on task. Teachers may add additional categories to this to meet the needs of their class, for example, reading points. Midday Supervisors are also able to reward Dojo points, although will not have their own devices to add these, so should inform the Class Teacher. The children in the different classes will be working towards various rewards when they reach a certain number of points. Class Dojo, as a behaviour system, is only used for recognising positive behaviour.

### ***Good to be Green and Great to be Gold***

All children will start every day on a green card. If a child remains on green all week, they will receive a Dojo point for 'Good to be Green'. If the child then remains on Green for the whole term, they will receive a 'Great to be Gold' card in a whole school assembly. If the child then goes on to remain on 'Green' for the remaining terms, they will be awarded with a certificate. This behaviour system ensures that the children who are persistently demonstrating positive behaviour are recognised and celebrated.

We will use a graduated response to determine whether a child can still achieve the 'Great to be Gold' certificate at the end of the year:

**Reception**– children will be allowed one red card per term (orange cards will be logged as a warning but will not affect children's ability to achieve the end of year reward)

**Year 1** – children will be allowed 1 red card a year

**Year 2** – children will be allowed 1 orange card per term

**Year 3-6**– no orange or red cards allowed per year

### **SANCTIONS**

Children's negative behaviour may lead to them receiving an orange or red card. For children who choose to disregard the rules, there is a hierarchy of repercussions designed to reinforce the school rules and teach children how to follow them. All staff employed by the school have the right to impose repercussions, except exclusion (internal or external), which is the responsibility of the Headteacher in consultation with the governors.

1. Verbal warning and reminder of rules
2. Recorded warning – orange card issued to the child for the first incident
3. Time out in own class/time out with MDS
4. Time out in another class/time out of playground with senior teacher
5. Red Card - sent to Headteacher/senior leader /lunchtime detention (parent informed)
6. Internal exclusion (parent informed)
7. Temporary or permanent exclusion actioned in line with legal requirements

Red cards are issued if the poor behaviour persists following an orange card. The following incidents will result in repercussions at stage 5 or above, with an automatic red card issued for:

- Bullying, including cyber bullying
- Physical abuse
- Racist abuse
- Swearing
- Deliberate damage to property
- Stealing
- Open defiance
- Endangering other people
- Telling lies to get others into trouble
- Bringing matches, weapons or harmful drugs into school

### **STRATEGIES FOR SUPPORTING BEHAVIOUR MANAGEMENT**

Prompt intervention is needed where there is repeated poor behaviour so it is clear that this will not be tolerated. The following will be employed as appropriate:

- Behaviour management techniques such as individual behaviour programmes, circle of friends, R time, positive play, restorative practice
- Identifying underlying causes of inappropriate behaviour such as attention, diet, anxiety, habit, medication, ADHD, ASD, through regular behaviour audits
- Working with parents and providing support and sign posting to appropriate services
- Working with outside agencies such as school nurse, speech therapist, educational psychologist, school doctor, behaviour support service, MAT team
- Staff development to provide in school advice and training

### **RESPONSIBILITIES**

**The Governing Body is responsible for:**

- Establishing, monitoring and reviewing the Behaviour Policy
- Monitoring the standards of behaviour in the school
- Responding to reports from the Headteacher, and from any other sources, about the conduct and behaviour of pupils
- Fulfilling their statutory duties regarding any exclusions of children, for either a fixed period exclusion or a proposed permanent exclusion, through monitoring and reviewing

**The Headteacher is responsible for implementing the Policy throughout the School by:**

- Translating it into a set of rules and a Code of Conduct
- Ensuring the Policy is understood by all staff, children and parents through regular discussion
- Promoting, amongst the pupils, self-discipline and a proper regard for authority
- Encouraging good behaviour and respect for others on the part of pupils

- Securing an acceptable standard of behaviour
- Dealing with breaches of the Code of Conduct referred to them on a day-to-day basis
- Maintaining records of incidents of Bullying, and of Racism
- Reporting on pupils' behaviour at the Governors' termly meeting.

**The staff are responsible for:**

- Discipline and standards of behaviour of those children in their class and other children in school
- Inviting parents into school and working closely with them to secure improvements in behaviour where an issue has been identified.
- Modelling excellent behaviour
- Implementing the Policy in their day-to-day contact with children – this includes any pupil(s) they come into contact with. This involves both recognising and praising children for good and sensible behaviour and imposing appropriate sanctions where behaviour is seen to be unacceptable
- Promoting good behaviour through the use of a range of classroom and pupil management strategies as well as the school reward systems
- Teaching appropriate behaviour and discussing issues and consequences, rights and responsibilities through the curriculum, including but not limited to PSHE/Citizenship curriculum and circle time
- Reporting behaviour/discipline incidents and concerns via the school behaviour reporting systems and in the case of Red Card incidents, to the Headteacher
- Working with outside agencies where they are involved

**Every member of staff has a right to:**

- To set clear expectations throughout the school
- To be supported when needed by parents, colleagues and the headteacher
- To be respected by all children

All members of staff are encouraged to establish strong partnerships with parents/carers, pupils and fellow colleagues to ensure that behaviour expectations are consistent across the setting. Behaviour is viewed as the responsibility of the whole school community.

**PHYSICAL RESTRAINT OF PUPILS (See Guidelines on Physical Intervention)**

Under normal circumstances pupils should not be physically restrained. However, there may be an exceptional instance, such as when a pupil is committing an offence, is injuring themselves or another pupil, is not doing as requested or is damaging property, where a person who has authorised control over pupils would be acting within DCSF guidelines if they were to restrain a pupil, using such force as is reasonable under the circumstances. The school has adopted and uses the DCC Advice and Guidance for physical restraint of pupils in our policy (Grindleford Primary School Policy for Positive Behaviour Support (including physical interventions)).

**SUPERVISION OF PUPILS**

The fostering and upholding of the ethos of good behaviour requires there to be adequate and sufficient supervision during the times that the school is responsible for the pupils. The school is responsible for pupils during normal school hours of between 8.40am. and 3.15pm, and in addition to this, during Breakfast Club and After School Clubs. External providers for After

School Clubs are enabled to follow the school's behaviour systems, including the distribution of Dojo points and orange and red cards where appropriate. School staff are responsible for the children for the duration of visits which extend beyond these times, and at other times as arranged with parents. School visits will need to be checked by the Headteacher to ensure there is appropriate supervision for the nature of the planned visit and activities.

There is specific supervision at lunchtime-by-Lunchtime Supervisors supported by the Headteacher, senior teacher and teachers on site, to supervise children in preparing for and having lunch, playing out on the playground (or in classrooms when it is very wet) and returning to the classrooms for the start of the afternoon session.

Supervision may be either direct or indirect. Direct supervision is where there is the physical presence of a member of staff. Indirect supervision is where pupils are under instructions to move from one place to another for a specified purpose, or are designated to a place to undertake some specified activity. Members of staff need to make judgements about which children can be trusted under indirect supervision, which must be justifiable on the basis of knowledge of the children from previous experience and/or information from colleagues, other children, parents etc. Lunchtime Supervisors are to report incidents of negative behaviour to the Class Teacher and inform them of any sanctions which have been enforced.

**LINKED POLICIES**

Anti bullying

Anti racism

Grindleford Primary School Policy for Positive Behaviour (including physical interventions)

Adopted by the Full Governing Body

See minute number: \_\_\_\_\_

Signed

Signed

Signed

Kate Gemmell

Vicky Amos

Neil Roden

Headteacher

Safeguarding Governor

Chair of Governors

Date

Date

Date