

GREYSBROOKE PRIMARY SCHOOL



BEHAVIOUR POLICY

Greysbrooke School Behaviour Policy

Principles

At Greysbrooke we recognise that to function effectively there must be an acceptable code of behaviour in place which is owned and understood by all and which is backed by a balanced combination of rewards and sanctions. We view the development of pupil behaviour as a positive and co-operative effort involving all members of staff, governors, parents and pupils of the school. The emphasis is on belonging and social responsibility, so that children are happy and healthy and feel safe within our environment.

All children and adults in our school have rights and corresponding responsibilities.

There is a shared understanding of what constitutes 'good' behaviours because these are talked about on a regular basis and are acknowledged and genuinely celebrated in all areas of our school community. We do not take the positive aspects of behaviour for granted. We notice, reinforce and appreciate the behaviour we want to see in order to promote this in others.

Our behaviour policy sets out clear expectations and sanctions which are consistently implemented by all adults in our school. It is designed to support the way in which all members of the school community can live and work together in a co-operative way. We seek to promote high expectations of behaviour and to encourage positive self-esteem, so that our children will develop into responsible citizens and take a beneficial place in society.

Shared Values

We aim to instil the core values of **resilience**, **kindness**, **gratitude** and **aspiration** in our children. These values are shared in assemblies, our day to day practise and are linked into our rewards system of merits.

Classroom Rules

All children at Greysbrooke Primary are expected to follow a set of class rules. These are generated together with the pupils and the class teacher at the start of the academic year. These will be 'positive' rules (what we want to see) and will be displayed in the classroom. All classes share the same format by which to display their rules, the rules are printed onto a brightly coloured umbrella; therefore, it is consistent across the whole school and any supply teachers or visitors can easily see the rules and know what to look for in each classroom. The rules should be used to remind children of the standards of acceptable work and behaviour in the classroom and are referred to when children are behaving inappropriately or producing poor quality work, as a result of poor learning behaviours. The rules are also used to encourage positive behaviour and attitudes.

The House and Merit System.

- Each child and member of staff is assigned to a 'house'.
- At the start of each academic year two pupils from Year 6 will be appointed as house captains.
- All members of staff will reward merits to house teams and individuals for a range of achievements, including good work, improvement, courtesy and behaviour and for following our core values of aspiration, respect, kindness and gratitude.

Merit Systems (Dojos)

We operate a system of merits which may be awarded for a range of achievements.

Children work towards Bronze, Silver, Gold and Platinum certificates throughout the year.

Bronze =	50 merits	Bronze and Silver should be achievable by all.
Silver=	100 merits	Within the school year.
Gold=	150 merits	Gold by a smaller percentage in the summer term.
Platinum=	200 merits	Platinum is for exceptional performance throughout the school year

Celebration Assemblies

Children are awarded certificates during our celebration assemblies. This gives the children the opportunity to be rewarded for their good behaviour and progress in front of the Greysbrooke community.

Privileges

At Greysbrooke School we recognise the need to reward good behaviour; therefore, children can be awarded privilege cards for being exceptional. This can be linked to effort, achievement or behaviour for learning. Teachers and pupils create their own privilege rewards (at the beginning of the year with class rules) and decide when they are going to receive their privilege. Teachers can give up to 4 privileges a week. Children also wear a lanyard when it is their privilege day so that all staff members can see that the child has gone above and beyond and can therefore be praised by all staff not just their class teacher.

Managing Behaviour Around School

We follow the 'Good to be Green System' and so all children start every day on green. For occasions when children do not follow the school expectations a progressive system of sanctions will be used consistently. The 'Good to be Green' system is as follows:

- The Card System is a visual tool to help pupils understand what behaviour is expected of them in school.
- The Card System has coloured cards (green, yellow, red and silver privilege).
- The rules of the school/classroom are displayed near the Card System. Pupils are taught that keeping to the rules will ensure that they stay on a green card (which is good!). However, an adult may decide that they have been doing so well with their learning or behaviour that they are awarded a privilege card which is displayed in a pocket in a chart so it is visible for all.
- If a pupil fails to uphold the class/school rules, adults will follow the behaviour flowchart and this may result in a yellow or red card. The pupil is encouraged to make the right choice. We identify that everyone makes mistakes and learn from these and so all staff use a range of positive behaviour management strategies which are appropriate for their year group.
- Children who improve their behaviour as a result of being given a yellow card have the opportunity to return to green.
- The staff may give a red card for behaviour that purposefully causes harm to another child eg if a child uses discriminatory/racist language, bullying behaviour, is involved in a fight or purposefully harms another child.
- Expectations remain the same during the school day including lunchtimes. Minor incidents will be dealt with by the lunchtime staff. More serious incidents will be noted by the lunchtime staff and reported to the child's class teacher. The class teacher will issue a red/yellow card if appropriate. The issue may be escalated to a member of SLT if needed.

Please see the following Rewards and Sanctions flow chart for clarification.

Rewards and Sanctions at Greysbrooke



Children start each day on a green card.



Examples of Privileges

See individual class privilege lists



We will be given a warning first but to make sure we don't get a yellow card we will:

1. Sit sensibly with 4 chair legs on the floor
2. Show respect by putting up our hands to speak and by sitting silently in assembly
3. Face an adult when they are talking and refrain from turning around
4. Move around the school in a sensible way and always stay on the left
5. Speak politely to all members of staff
6. Always keep our hoods down and look smart

Can you get back to green by changing your actions?



To make sure we don't get a red card we will:

1. Keep our hands and feet to ourselves
2. Ensure that we do not damage school property or classmate's property on purpose
3. Always use kind words
4. Never deliberately defy instruction

Behaviour Log

Staff record yellow/red cards and privileges on a weekly basis on a tracker ensuring that the reason for the card being given is recorded. Staff are proactive in seeking support from the behaviour lead/SLT when they have concerns regarding behaviour patterns for their children and cohort to prevent escalation or repeat offences. The trackers are analysed half- termly by the Behaviour Lead and DHT. Behaviour trends are monitored by the Behaviour lead and are acted upon accordingly.

More serious cases

At Greysbrooke we will also consider 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, staff will follow the academy's safeguarding policy. They will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. If staff reasonably believe this to be the case, they will consider whether a multi-agency assessment is necessary.



Under no circumstances will illegal or inappropriate items be tolerated in the school, and all pupils will respect and look after the academy premises and environment. The following behaviour is regarded as completely unacceptable and will result in disciplinary actions and possibly in exclusion, depending on the circumstances:

- verbal abuse to staff and others
- verbal abuse to students
- physical abuse to/attack on staff
- physical abuse to/attack on students
- any form of bullying (to the extent not covered above)
- indecent behaviour
- damage to property
- gambling on academy property
- recording or taking images of pupils or staff without their express consent
- consuming, carrying, supplying or misusing of illegal drugs and alcohol and other substances including "legal highs"
- carrying, supplying or taking prescription drugs or non-prescription drugs without lawful reason
- theft
- serious actual or threatened violence against another pupil or a member of staff
- sexual abuse or assault
- carrying an offensive weapon
- arson
- unacceptable behaviour which has previously been reported and for which academy sanctions and other interventions have not been successful in modifying the student's behaviour
- malicious allegations against staff
- racist, sexist, homophobic or other forms of discriminatory behaviour
- persistent truancy/lateness
- possession of items prohibited under the academy rules

This is not an exhaustive list.

Tracking Red Card Sanctions

If a child receives:

3 red cards in a half term - there will be a meeting with the class teacher, pupil and parent.

6 red cards in a half term - there will be a meeting with the class teacher, pupil and parent and an Individual Behaviour Plan will be put in place.

9 red cards in a half term- alternative supportive appropriate provision will be put in place, external advice will be taken and an internal exclusion will be actioned.

Each case will be reviewed on an individual basis through discussions with SLT

Power to use Reasonable force or Physical Constraint

As a school we work on the basis of no physical restraint, however, 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.

In exceptional circumstances and when there is a very real risk of injury to members of our school community, disruptive pupils will either be placed in an area away from other children or other children will be removed from an area to ensure their safety.

The school will ensure that pupils' health and safety requirements, safeguarding and welfare is upheld. We reserve the right to positively handle any child, with or without permission from parents, if we believe they pose a safety risk to themselves or others.

Pupil Support Systems in School

If a pupil requires extra support with managing their behaviour (this may include children with SEND) there are several opportunities available to them. First, the class teacher will provide additional strategies to manage and support behaviour for example with individual reward charts or any individualised programme which that child may need. If further support is needed, there is a trained ELSA (Emotional Literacy Support assistant) in school whom is available to offer 1:1 support sessions. Individual Behaviour Plans are put in place, alternative supportive provision is provided and external support is accessed.

Behaviour Outside of the School Premises (School Trips)

Pupils misbehaving outside of the school premises that fall into the categories below will be dealt with in accordance with this behaviour policy. Teachers may discipline pupils for:

Expectations and rules not followed:

- 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 is identifiable as a pupil at the school.
- Misbehaviour at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school.

- Inappropriate dangerous malicious online behaviour.

Outside of School

The school will impose a sanction, where the school is satisfied it is reasonable to do so, upon any registered pupil, whose behaviour when they are not on the school premises or under lawful control of a member of staff, could, in the opinion of the school:

- Have repercussions for the orderly running of the school
- Pose a threat to another pupil, a member of staff or member of the public
- Could adversely affect the reputation of the school
- Inappropriate dangerous malicious online behaviour.

Exclusions

Permanent exclusion will only be used as a sanction of last resort, in response to a serious breach, or persistent breaches, of this behaviour policy and where allowing the student to remain in the academy would seriously harm the education or welfare of the student or others in the academy. The academy will follow the DfE statutory guidance on exclusions when taking a decision to exclude, either on a fixed-term or permanent basis.

Governors

Governors are only involved in permanent exclusions when they hear the panel and either uphold or rescind the Headteacher's decision.

Equal Opportunities

Greysbrooke expects high standards of behaviour from all pupils. The school's procedures for disciplining and managing behaviour are fair and applied equally to all. It is recognised that cultural background may affect behaviour and the school will take this into account when dealing with incidents of unacceptable behaviour. Pupils, staff and parents know that any language and behaviour which is racist, sexist, homophobic or potentially damaging to any minority group is always unacceptable (see Equality Policy).

Responsibilities

The Headteacher and SLT will ensure that the school complies with all relevant equalities legislation and strategies are implemented and complied with consistently. All staff, pupils and parents have an active part in the evolution, development and maintenance of this policy. The behaviour Lead and SLT support all staff by sharing good practise on behaviour management.

Monitoring and Review

This policy will be monitored and reviewed regularly and updated annually to ensure it is in line with local and national guidance.

Conclusion

At Greysbrooke Primary school there are currently 211 children. We believe that most people in our school are caring individuals, who are well behaved and in whom we have great pride.

Occasionally an individual may require more attention for a behaviour problem, but we do not ignore this - we do something about it so that we can raise tolerance, achievement and understanding.