



# Grosvenor Road Primary School

## Behaviour Policy

Signed:

Headteacher \_\_\_\_\_ Date \_\_\_\_\_

Chair of Governors \_\_\_\_\_ Date \_\_\_\_\_



## **Aims and Expectations**

This Behaviour and Discipline policy supports the school's ethos and mission statement. It aims to promote an environment where everyone feels happy, safe and valued for who they are. It sits within our 12 school values of Trust, Fairness, Perseverance, Friendship, Truthfulness, Trust, Helpfulness, Compassion, Courage, Forgiveness, Generosity, Thankfulness.

### **We expect:**

- Children and adults to respect one another.
- Every member of the school community to behave in a considerate way towards others.
- All children to be treated fairly and so apply this policy in a consistent manner.
- Our children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of society.
- Children to try their best in all activities.
- Children to listen carefully to instructions in lessons.

### **We aim to create an ethos which:**

- Provides a warm, supportive environment where children are encouraged to try without being afraid of failure.
- Encourages and supports equal and challenging opportunities for all and a positive and ordered environment where children develop self esteem and independence.
- Establishes good personal relationships between children, adults and all who come to the school, so that the school is a caring community.
- Provides and develops an environment in which children behave in socially and morally acceptable ways.
- Establishes an environment that is committed to the highest possible achievement.
- Recognises and preserves the rights of all individuals.

### **We aim to develop Social and Moral Attitudes by:**

- Fostering co-operation, empathy, respect and the resolution of conflict through consensus and support.
- Developing a sense of social responsibility (through tasks related to the general or class welfare of the way work is arranged and carried out in the classroom)

- Fostering consideration for other people, concern for the natural environment and living creatures.
- Fostering respect for the school and care of materials (keeping classrooms, desks, cloakrooms tidy and taking care of classroom equipment)
- Encouraging children to make informed choices, using initiative and taking responsibility for their own work and behaviour.
- Helping the children to be aware of their own feelings and setting standards, as adults, of these social and moral attitudes.

In order to achieve these aims we need a whole school pathway towards achieving an effective and positive learning environment. The following is our pathway:

The school promotes good behaviour through rewards and deters inappropriate behaviour through sanctions.

**Our children follow the Golden Rules:**

We are gentle	We do not hurt others
We are kind and helpful	We do not hurt anybody's feelings
We are honest	We do not cover up the truth
We work hard	We do not waste time
We look after property	We do not waste or damage anything
We listen to people	We do not interrupt

Playground Rules

- We listen to the adults in the playground
- We stand still when the bell rings
- We play together and look after each other
- We let other children get on with their own games
- We sort out our problems in a fair way
- We look after the equipment and put it away properly at the end of play

Rules Around School

- We walk around school sensibly
- We line up quietly
- We remember to say 'please' and 'thank you'
- We say 'excuse me' when an adult is talking

Lunchtime Rules

- We line up quietly
- We walk around sensibly
- We finish what we are eating before we speak
- We remember to say 'please' and 'thank you'
- We put our own rubbish away
- We put our hand up and ask to go outside
- We talk quietly to the people next to us

Uniform

- We wear our uniform with pride
- We do not wear jewellery

## Five Finger Tell

Children can manage behaviour situations with the '5 finger rule':

1. Ignore behaviours.
2. Ask politely to stop.
3. Tell them to stop.
4. Warn you will tell.
5. Tell the teacher.



## Rewards

We reward children in a variety of ways e.g. praise, Gold Cards, certificates, stars, stamps, stickers, Dojos, positive comments in books, whole class reward (e.g. pasta in the jar).

Stars, stamps and stickers - are given out at the discretion of each teacher or teaching assistant.

Class Dojos - are given by teachers to reward a child who shows positive learning behaviours in line with our Golden Rules and School Values. Each child has a personal Avatar set up on Class Dojo which monitors their rewards. Each Friday, all children who have received 25 or more Dojos within that week will be awarded a Gold Card. Two children per class who earn the most Dojos during the week will also win a prize from the class prize box.

EIGHT Dojos will be set within the class, with a further two Dojos specific to the class (ie. focus behaviours which the teacher would like to reinforce for a period of time).

### EYFS:

Following the carpet rules  
Being kind  
Being helpful  
Good listening  
Looking after property  
Working hard  
Sticking at tasks and persevering  
Trying my best

### Key Stage Two:

On task  
Participating  
Ready to learn  
Teamwork  
Working hard  
Being kind  
Following instructions  
Being sensible

### Key Stage One:

Following the carpet rules  
Being kind  
Being helpful  
Good listening  
Looking after property  
Working hard  
Sticking at tasks and persevering  
Completing homework tasks

Gold Card - can also be earned for especially good behaviour, attitude or work. For every 10<sup>th</sup> card given to each child a small prize is presented in achievement assembly time.

Those children who collect the most Gold Cards over the year receive a larger prize at the end of the year.

Whole Class Reward - Pasta/treasure is given out in small amounts for good individual or group behaviour. Once the class jar is full, the children can exchange it for a 30min "treat activity". No one is excluded from this treat, and pasta/treasure is never taken out of the jar as a sanction. Any class filling their jar has their treat announced at the penultimate Friday Achievement Assembly and the "treat" is taken during the final week of the half term. (one per half term)

Individual certificates - are given out in assembly for efforts made by children across the curriculum in our Learner of the Week Assembly (Friday pm).

Green Readers - Children who have read every night in the week are named as green readers and a green smiley will be awarded in their Reading Record.

Times Table Rockstars – The 'highest earner' and the child with the quickest time in KS1 and KS2 are awarded a certificate in Friday's assembly.

Out of School Certificates - Children are encouraged to bring in any certificates, cups or other awards that they gain in activities outside of school. These are then shared in class and sometimes in an assembly, where the children's efforts are applauded.

Annual Awards - At the end of each year, trophies are presented to children who have excelled in or made particular effort in specific areas.

## **Sanctions**

Levels of behaviour for Grosvenor Road Primary School are defined at the back of this policy.

All staff follow the sanction system.

### **Low level Behaviour Consequences:**

Where children exhibit low level behaviour issues, the following sanctions will be followed:

1. Verbal warning
2. Name on board
3. Name is circled and 5 minutes playtime is lost – supervised by the class teacher or Teaching Assistant

Partial playtime lost twice in one week or three times across two weeks – escalate to Medium Level

### **Medium Level Behaviour Consequences:**

4. Miss full break and 1<sup>st</sup> WHITE Card sent home from class teacher, which informs the parents and should be signed and returned to school
5. 2<sup>nd</sup> WHITE Card sent home from class teacher, meet with parent to discuss behaviour, Class Teacher Report

If a child receives two white cards within a twelve-week period or class report does not show improvements in behaviour, escalate directly to High Level Behaviour Consequences - RED card (see below)

If a child behaves well for a sustained period of time, white cards may be 'cancelled out' at the discretion of the class teacher.

## High Level Behaviour Consequences:

6. RED Card sent home from Phase Leader, Meeting with parent/teacher/ phase leader, Phase Leader Report

If a child receives two red cards within a twelve-week period or Phase Leader Report does not show improvements in behaviour, escalate to HT's Report.

7. Headteachers' Report
8. Meeting with parents, teacher and Deputy Head or Head Teacher
9. Managed Move to another school
10. Exclusion

Isolation )  
Report Card )  
Suspension ) Headteacher's discretion  
Parent )  
Police )

Meetings may lead to monitoring of behaviour through a Behaviour Chart, or Home/School Diary.

Teachers will move along this system of sanctions using their judgement, or in discussion with a member of the Senior Leadership Team, the Deputy Head or Head Teacher.

Children who need specific intervention to improve their behaviour may work with the Higher Level Teaching Assistants on specific behaviour programmes, in consultation with the SENCo, class teacher and parents.

Children who persistently upset or hurt other children may go on Headteacher's report and have their play times restricted e.g. be allowed out for limited periods under 1-1 supervision, may be referred for specialist support outside of the school, or may be temporarily or permanently suspended.

## Records of Inappropriate Behaviour (CPOMS – Child Protection Online Monitoring System)

- ALL Medium Level and High-Level Behaviour will be recorded on CPOMS by the class teacher / phase leader – a brief explanation of incident (and link to other pupils involved if applicable)
- ALL white cards and red cards will be recorded i.e. 1<sup>st</sup> White, 2<sup>nd</sup> White etc. and a brief description of behaviour – e.g. physical, verbal, bullying, racist, sexist

Incidents Recorded on CPOMS are then 'sent' via an electronic alert to appropriate members of staff:

- White Cards – alert sent to Phase Leader and SLT
- Red Cards – alert sent to SLT

Anonymised data regarding the number of incidents / action taken will be used to inform future policies and reported to Governors by the Headteacher as appropriate.

## **Early Years**

In the Early Years we aim to create a friendly, safe and supportive environment for all our children and staff. In order to promote this environment, we have high expectations of the standards of behaviour. All children are aware of these expectations through our use of a common approach from all staff.

We want the children in the Early Years to achieve their full potential, and we aim to achieve this by encouraging them to work well both as individuals and with others.

At this age children are learning how to behave appropriately. Many of the things they do are normal for their stage of development and we help them to learn when something is dangerous or harmful to themselves or others, and to make positive choices in their behaviour.

### **We do this by ...**

- Noticing and acknowledging positive behaviours.
- Using clear and consistent boundaries.
- Explaining the consequences of some behaviours and offering choices.
- Involving the children in problem-solving.
- Sharing information with parents/carers about their children's behaviour.
- Communicating and modelling positive behaviour, using a variety of strategies and props e.g. stories, visual timetables and puppets.
- Recognising and acknowledging feelings to encourage empathy.
- Providing planned opportunities to discuss behaviour and feelings e.g. at PSED circle time.

### **We will reward children with...**

- Praise
- Reward stickers and stamps
- Star of the Day/Week Certificates
- Head Teacher praise / stickers
- Class achievement board

### **We will address inappropriate behaviour by...**

- Being clear about the behaviour that is unacceptable.
- Supporting the child to think of solutions to put things right.
- Providing time away from the situation to calm down and reflect before talking things through.
- Use of Social Stories.
- Working together with parents/carers and families to share strategies and ensure we are giving a consistent message.

## **Bullying**

The school has zero tolerance of bullying behaviour. Any perceived bullying will be dealt with in discussion with parents. Please see the school's Ant-Bullying Policy.

## **Use of Force**

Staff in school do not hit, slap or push children. Staff only intervene physically, in order to restrain a child who may be in danger of hurting another child or themselves. The actions that we take are in line with government guidelines.

## **Taking account of individual pupil needs**

At Grosvenor Road Primary School, we take account of a range of individual pupil needs when implementing our behaviour policy. This includes children with SEND, but also refers to needs within other groups defined as vulnerable within the education system: minority ethnic and faith groups, travellers, asylum seekers and refugees, pupils who require support to learn English as an additional language (EAL), children looked after by the local authority, sick children, young carers, children from families under stress and any other pupil at risk of disaffection and suspension.

All these groups may at some point require the adults in school to take account of their individual needs and circumstances when applying the behaviour policy.

## **Roles**

### **The role of the school staff**

It is the responsibility of class teachers and teaching assistants to ensure that the school rules are enforced in their classes/groups and that their class behave in a responsible manner during lesson time.

All staff in our school have high expectations of children's behaviour, and strive to ensure that all children reach them and work to the best of their ability.

All staff help to enforce the school rules throughout the day and in all areas of the school building and grounds.

Staff treat all children fairly, and enforce the school rules consistently. Teachers and all support staff treat all children with respect and understanding.

Teachers and teaching assistants will report any behaviour concerns to a child's parents and will then work with the parents and the child to improve this behaviour. If misbehaviour continues, after having discussed the issue with the phase leader, the class teacher seeks help and advice from senior leaders.

Staff will praise and reward good behaviour, and apply sanctions against unacceptable behaviour.

Teachers will record behaviour incidents on CPOMS as outlined in this policy (see above).

### **The Role of the Head Teacher**

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour.

The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misconduct. For repeated or very serious acts of anti-social



behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified and are inline with Local Authority Guidance and the latest DfE guidance: <https://www.gov.uk/government/publications/school-exclusion>

## **The Role of Parents**

We work collaboratively with parents to give a consistent message of the importance of good behaviour both in school and at home.

We expect parents to support our rewards and sanctions, and to work with us in partnership. To this end we ask for a Home-School Agreement to be signed when a child begins at our school.

We ask that parents initially direct any concerns to the class teacher who will have more day to day knowledge of their child. However, if concerns remain, we ask that parents contact the Phase Leader. If concerns persist, parents then contact either the Deputy Headteacher or the Headteacher for further support or information.

## **The Role of the Local Governing Board**

The Local Governing Board has the responsibility of overseeing this policy and practice.

## **Local Authority Managed Move Protocol**

Salford Local Authority's Managed Move Protocol is intended to meet the needs of those young people who require a transfer from their current primary school, whose school placement has broken down and who would benefit from a "fresh start".  
(See Appendix 2)

## **Suspension from School**

We do not wish to suspend any child from school, but sometimes this maybe necessary. Serious or persistently unacceptable behaviour by a child or children can result in suspension. The school will act swiftly to protect the well-being of other children

Fixed Term Suspensions come in three categories:

- 0-5 days
- 6-15 days
- 16-45 days

## **The Process**

There is a strict procedure to suspend, which schools are expected to follow.

This is outlined below.

1. The school makes the suspension after considering evidence.
2. The school contacts parents by phone immediately to notify them of the suspension.
3. Within 24hrs of issuing the suspension, the school writes to parents confirming the suspension given.
4. The school informs the Local Authority and the Trust of that suspension.
5. The school informs the Local Governing Board, the Trust and the Local Authority if the suspension is to be 15 days or more.

6. If the suspension is a Fixed Term Suspension of over 15 days, or is a Permanent Suspension, it will require a Local Governing Board Meeting, to which parents are invited, and a Headteacher's Report, which should be sent to all parties before the meeting takes place.
7. The outcome of the meeting will be put in writing to all parties. An appeals process is available following any decision made.

For further details of the Exclusion Process go to <https://www.salford.gov.uk/schools-and-learning/info-for-parents-students-and-teachers/school-attendance-behaviour-and-welfare/exclusion-from-school/>

This Behaviour Policy is to be read in conjunction with the Searching, Screening and Confiscation Policy.

## Inappropriate Behaviour and Consequences

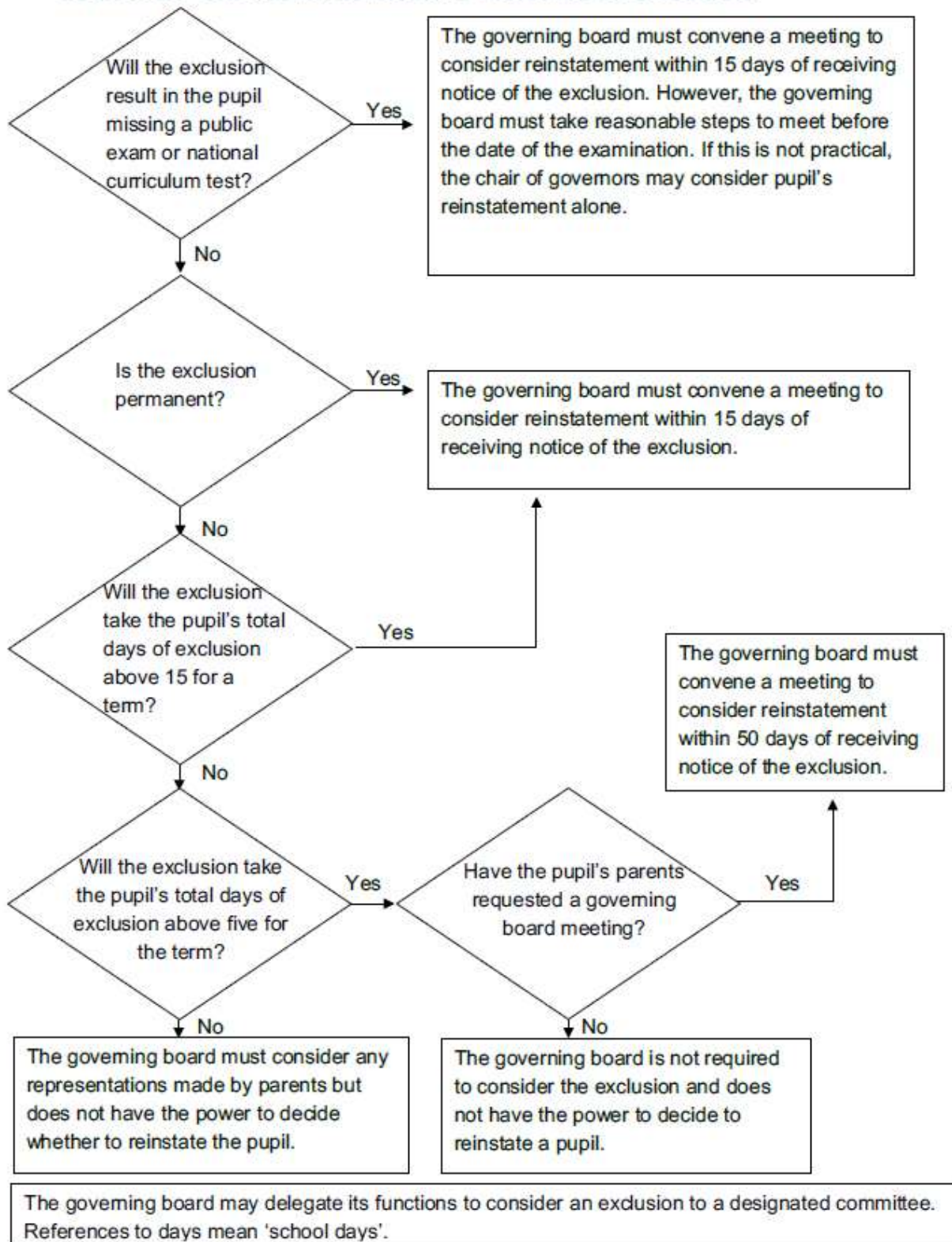
Behaviour	Consequence
<p><b>Low Level</b></p> <p>Talking unnecessarily or chatting            Calling out without permission            Being slow to start work or follow instructions            Showing a lack of respect for each other and staff            Not lining up properly            Name-calling and banter            Making inappropriate comments            Over-excited behaviour and loud voices            Not putting hand up            Interrupting            Sulking            Tone of voice            Commenting on other children's behaviour            Antagonising ("winding others up")            Inappropriate noises            Not listening            Commenting on other people's consequences            Running in corridor</p>	<ol style="list-style-type: none"> <li>1. Verbal warning</li> <li>2. Name on board</li> <li>3. Name is circled &amp; 5 minutes playtime lost</li> </ol> <p>Partial playtime lost twice in one week or three times across two weeks – escalate to Medium Level</p>
<p><b>Medium Level</b></p> <p>Continual/persistent low-level behaviour            Spitting on the floor            Discriminatory comments            Being asked to leave class            Disrespecting school property            Swearing in frustration            Refusal to follow instructions/Refusal to work            Disrespectful attitude            Toy fighting            Gestures (not swearing)            Invading personal space            Lying</p>	<ol style="list-style-type: none"> <li>4. Miss full break and 1<sup>st</sup> WHITE Card sent home from class teacher, which informs the parents and should be signed and returned to school</li> <li>5. 2<sup>nd</sup> WHITE Card sent home from class teacher, meet with parent to discuss behaviour, Class Teacher Report</li> </ol> <ul style="list-style-type: none"> <li>• If a child receives two white cards within a twelve-week period or class report does not show improvements in behaviour, escalate directly to High Level Behaviour Consequences - RED card (see below)</li> <li>• If a child behaves well for a sustained period of time, white cards may be 'cancelled out' at CT's discretion.</li> </ul>
<p><b>High Level</b></p> <p>Walking away from staff            Gestures (swearing)            Intimidating behaviour (frighten into submission)            Threatening language            Invading space with threats            Continual disrespect to others            Refusing to do consequence (loss of break time etc.)            Leaving class            Continual refusal to work            Swearing directed at staff/pupils            Fighting/retaliation            Throwing objects at people            Throwing objects            Damaging display (maliciously)            Bullying/Stealing/Carrying weapons            Continually making other children unsafe            Trashing classrooms/damaging the building            Leaving the premises            Physical aggression to staff            Biting / spitting (directed)            Kicking doors/walls            Continually off track            Repeated racist comments/ discriminatory comments</p>	<ol style="list-style-type: none"> <li>6. RED Card sent home from Phase Leader, Meeting with parent/teacher/ phase leader, Phase Leader Report</li> </ol> <ul style="list-style-type: none"> <li>• If a child receives two red cards within a twelve-week period or Phase Leader Report does not show improvements in behaviour, escalate to HT's Report.</li> </ul> <ol style="list-style-type: none"> <li>7. Headteachers' Report</li> <li>8. Meeting with parents, teacher and Deputy Head or Head Teacher</li> <li>9. Suspension</li> <li>10. Managed Move to another school/ Exclusion</li> </ol> <p>Isolation )            Report Card )            Exclusion ) Headteacher's discretion            Parent )            Police )</p>

1 <sup>st</sup> White Card	2 <sup>nd</sup> White Card	Red Card
<p>☹ _____ is disappointed that _____ ,</p> <p>has chosen to</p> <ul style="list-style-type: none"> <li>display persistent low-level behaviour, which prevents them AND others from learning</li> <li>Displayed a medium level behaviour (see overleaf)</li> </ul> <p>Date:</p> <p>Parent's Signature:</p>	<p>_____ is disappointed that _____ ,</p> <p>having recently received a white card, has still chosen to behave inappropriately.</p> <p>Therefore, they will be placed on Class Teacher Report. I will contact you at the earliest opportunity to arrange a meeting to discuss your child's behaviour.</p> <p>Date:</p>	<p>( _____ Phase Leader)</p> <p>is disappointed that _____ ,</p> <p>has chosen to:</p> <ul style="list-style-type: none"> <li>Continually disrespect adults</li> <li>Refuse to follow instructions</li> <li>Continually behave in a way which prevents them AND others from learning</li> <li>_____</li> </ul> <p>Therefore, they will be placed on Phase Leader Report. I will contact you at the earliest opportunity to arrange a meeting to discuss your child's behaviour.</p> <p>Date:</p>

Dependent upon context, the staged consequences, as outlined above, can be escalated at the Headteacher's discretion.

## Appendix 1

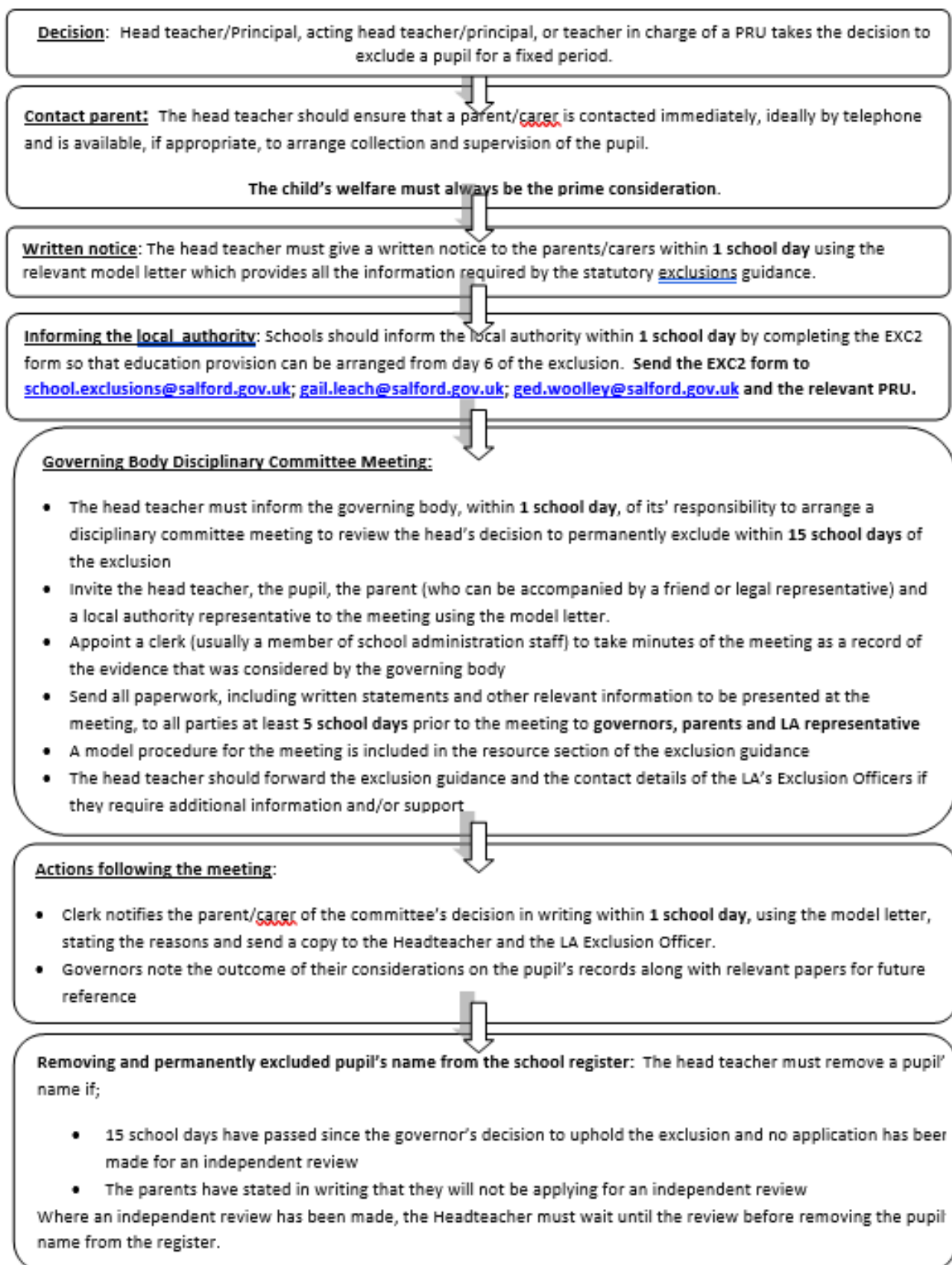
### Annex A – A summary of the governing board’s duties to review the head teacher’s exclusion decision



## Permanent Exclusion Flowchart

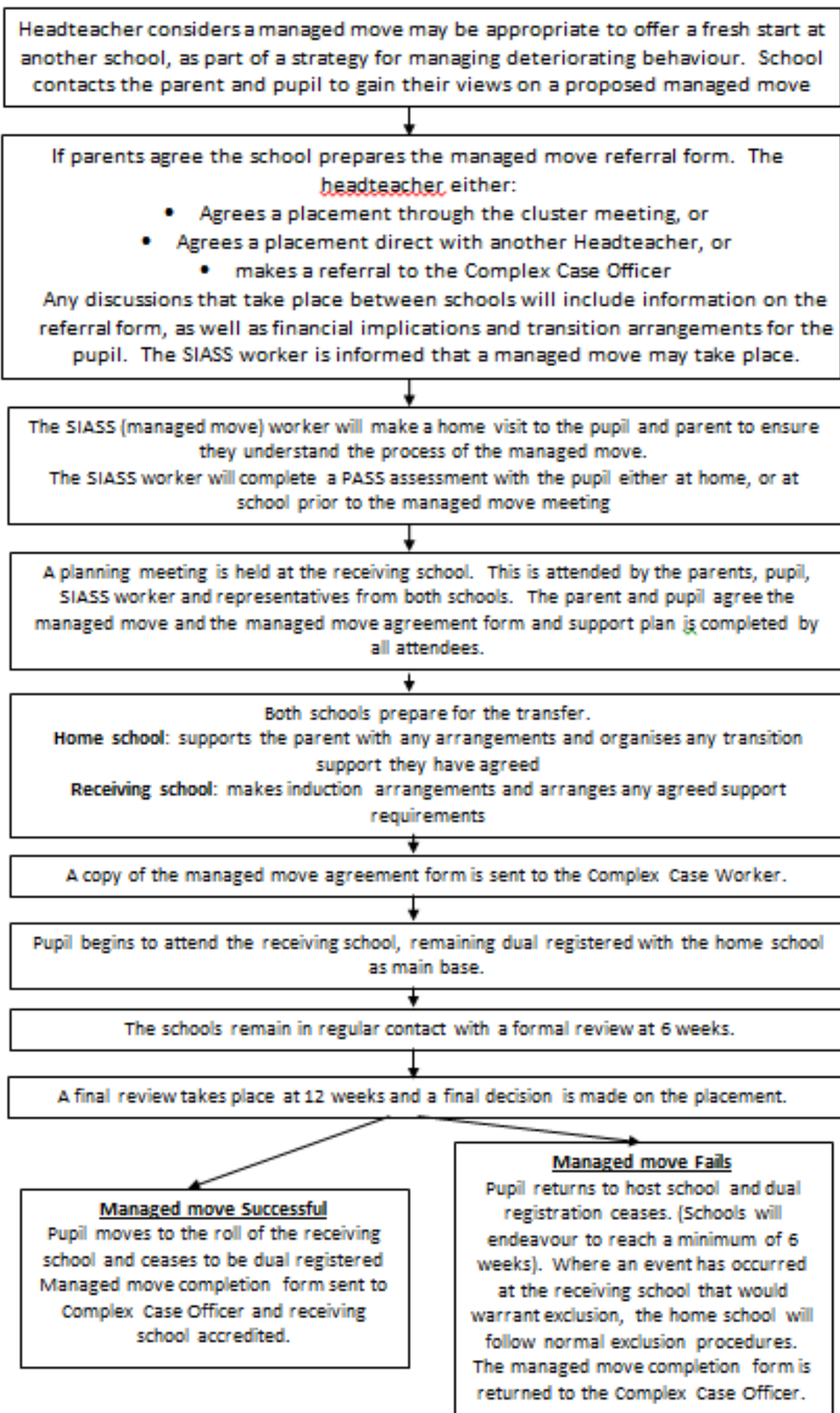
For further information and support please refer to [Salford's Exclusion Guidance for schools](#)

Salford website <https://www.salford.gov.uk/schools-and-learning/info-for-parents-students-and-teachers/school-attendance-behaviour-and-welfare/exclusion-from-school>







## Appendix 2 Managed move process flowchart



### Appendix 3 Covid-19 Behaviour Charter June 2020

This charter was put in place on Monday 8<sup>th</sup> June 2020, in line with Grosvenor Road Primary School’s Covid-19 Return To School Risk Assessment.

Whilst all aspects of the charter are not currently required, they will be fully reinstated in response to any further national or local outbreaks.

<b><u>BEHAVIOUR</u></b>		
<p>While school is running a little differently the following areas should be reflected in the work done with children around behaviour and safety in school, alongside our core Values and Golden Rules:</p>		
<p>Following new routines for moving around the grounds and building: follow the 2m rule</p>	<p>Keep your own equipment including drinking bottles on your desks and don’t share</p>	<p>Safe socialising: Maintain social distancing from adults and other year group bubbles</p>
<p>Good hygiene: Wash your hands regularly and when requested</p>	<p>Tell an adult if you are experiencing symptoms of coronavirus</p>	<p>If you sneeze or cough: ‘catch it, bin it, kill it’ and avoiding touching your mouth, nose &amp; eyes</p>
 <p>The image shows the NHS handwashing guide for coronavirus. It includes the text: 'Wash your hands with soap and water more often for 20 seconds', 'Use a elbow to turn off the tap. Dry hands thoroughly', and 'PROTECT YOURSELF &amp; OTHERS'. There are six numbered steps with illustrations: 1. Palm to palm, 2. The back of hands, 3. In between the fingers, 4. The back of the fingers, 5. The thumbs, 6. The tips of the fingers.</p>	<p>When using toilets remember to follow good hygiene</p>	 <p>The image is a poster with three icons in a row: a person coughing into their elbow, a person putting a tissue into a bin, and a person pouring disinfectant. Below the icons is the text: 'Protect yourself and others from getting unwell' and 'Catch it. Bin it. Kill it.'</p>