

# Behaviour and Discipline @ The GROVE



July 2017



### **Our Vision:**

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“At The Grove, we seek to inspire, nurture and empower individuals to become curious, creative and confident life-long learners, with the skills, mind-set and independence to thrive in an ever-changing society.”

### **Our Mission Statement:**

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At The Grove we all work together to nurture and challenge each individual child through our tailored provision. We have high expectations of learning and behaviour and regularly celebrate achievement, collaboration and effort.

Our enriching curriculum provides a broad range of inspirational learning experiences both inside and outside the classroom. We engage children in their learning through interesting and relevant topics, reinforcing the skills necessary to develop their curiosity, sense of community and awareness of the environment. We encourage children to take responsibility for their learning and behaviour, promoting independence through exploration, questioning and decision-making.

As members of the school community, children work collaboratively and are encouraged to take on roles and responsibilities in the classroom and across the school. They participate in a wide range of school events and activities which supports their all-round development and provides them with opportunities to model our core values.

### **The Purpose of the Behaviour and Discipline Policy:**

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It is our aim that every member of our school community feels valued and respected, and that everyone is treated well and fairly. We are committed to helping our children develop socially acceptable attitudes and behaviour, a proper regard for authority, high personal expectations, self-discipline and self-confidence, as well as an acceptance of responsibility for their own actions.

Therefore, we have created this policy to enable us to:

- Develop positive relationships across the school based on mutual respect
- Create a positive, orderly atmosphere which supports outstanding teaching and learning opportunities
- Create a safe, secure environment for all members of the school community
- Maintain a consistent approach to managing behaviour across the school, with expectations, rights and responsibilities clearly set out.
- Ensure that all stakeholders have a shared understanding of our practices and procedures regarding behaviour thus maintaining a consistent approach to managing behaviour across the school
- Ensure that all staff consistently implement this policy so that fair treatment is received by all

### **Aims of the Behaviour and Discipline Policy:**

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The primary aim of the behaviour and discipline policy is to promote good positive relationships so that everyone can work together in an effective and considerate way. This, our common purpose, allows all children and adults to make a significant and positive contribution to school life and be excellent role models at all times. Through our promotion of positive behaviour, we will develop an ethos of kindness and cooperation.

At The Grove School we will:

- Have clearly understood and displayed school expectations to recognise and reward positive behaviour
- Communicate consistent expectations throughout the school, creating a calm and caring environment
- Provide a stimulating curriculum that both interests and engages the children
- Promote the children's involvement and commitment to all aspects of school life
- Involve pupils in the making of whole school decisions
- Encourage children to be mindful of their actions, explain their choices, understand the consequences and make amends.

### **Roles and Responsibilities of Staff:**

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At The Grove Primary School we believe that all staff share the responsibility for managing and promoting good behaviour. All adults provide role models for the children and we are mindful of the way we behave around the school at all times.

Our expectations for ensuring outstanding behaviour at The Grove are:

- Implementing best practice in teaching and learning
  - Delivering Quality First Teaching, supported by outstanding planning and ongoing assessment that informs practice in the classroom
  - Providing marking that provides feedback and sets achievable targets, will encourage positive learning behaviours and 'can do' attitudes as well as a meaningful dialogue between teacher and pupil
  - Ensuring effective classroom management ensures that children are clear about the routines, provides reassurance and familiarity and fosters independence and responsibility
- Building positive relationships
  - Using positive rewards and praise, through actively noticing positive behaviour
  - Building positive relationships with parents, through informing them of good behaviour as well as poor behaviour. Regular conversations with parents helps teachers and other adults to understand the children and sends the message that you are working together
  - Building positive relationships with children as individuals, through talking to them and getting to know them. This enables adults in school to understand the best way to support them, thus developing their confidence and self-esteem.
- Modelling and teaching learning behaviours
  - Helping children become independent and active learners, so that they can think for themselves, develop their own opinions and organise their time and resources effectively
  - Revisiting expectations, in a calm and clear manner
  - Avoiding protracted discussion about incidents and referring back to their responsibilities for themselves and towards others
  - Being clear about reasons for actions and consequences of actions
  - Refusing to engage when a child is extremely angry and allowing them time to calm down
  - Using distraction techniques as a behaviour management tool
  - Using choice direction e.g. *'You can either complete this work now or at playtime, it is your choice'*
- Ensuring consistency of expectations
  - Ensuring that all children move round the school quietly and sensibly at all times
  - Actively encouraging children to focus on learning and supporting them to avoid distractions
  - Ensuring that all sanctions are fair and appropriate for the action
  - Implementing systems and procedures outlined in this policy
  - Keeping records of incidents as appropriate and using agreed systems for safeguarding within the school

## Roles and Responsibilities of Parents:

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For children to achieve their full potential it is essential that there is clear communication and links between home and school. Central to this is the understanding that staff, parents and carers all want their children to succeed and be safe and happy within school.

Parents/carers can support their child to adhere to the expectations of the school community by:

- **Explaining to your child what school is for:** a place for learning where s/he will be working with other people and that means sharing books, equipment and adult attention, and co-operating with others.
- **Help your child with his/her learning.** This means showing an interest in what your child has done at school, sharing reading books, ensuring homework is complete, look after/returning borrowed books and attending parents' meeting to discuss your child's progress with the teacher
- **Supporting the school.** Any worries or concerns should be shared first with your child's class teacher. It is not always appropriate to voice your concerns in front of your child or other children in a public place. In this situation, make an appointment as we are always willing to listen and come to a shared understanding. We expect that parents/carers actively support and encourage pupils' good behaviour outside of school.
- **Acting on messages from school.** This may mean praising your child at home for actions at school or discussion and sanctions at home to support those imposed at school as well as understanding that undermining your child's teacher in front of your child will create further situations that may be very difficult to repair.
- **Understanding that children also learn from watching the behaviour and actions of parents and siblings.** If the parent/carer criticises the school or acts in an antisocial way, the child will do the same, and this will affect his/her learning. Parents/carers who do not co-operate reasonably with school staff or who become abusive will be asked to leave the school premises and will not be allowed back until the situation has been resolved.
- **Sending your child to school on time,** every day when s/he is fit enough to come, to notify the school if s/he is not fit enough to come, and to collect him/her if they do not go home on their own.
- **Sending your child to school ready to learn.** Children need to concentrate to learn, and therefore need to be fit and well, to have had enough sleep, to have eaten, and to be suitably dressed.
- **Communicating with the school,** initially through the class teacher or school office regarding any special medical needs or any special circumstances at home that may affect your child's learning

## Roles and Responsibilities of Children:

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Our desire is to develop well motivated and enthusiastic learners, who take pride in themselves and their school. We aim to achieve this through setting expectations which allow them to develop self-discipline and a respect for others.

Our expectations are that they:

- Co-operate with other children and staff, following instructions
- Take responsibility for their own actions
- Develop self-control
- Be polite and well-mannered
- Be honest
- Follow our school and class rules
- Respect the feelings of others, and learn to sort out difficulties without using physical and emotional violence
- Respect other children's and the school's property
- Listen when asked and wait their turn
- Work hard, not waste time and allow other children to do the same

## **Behaviour Management Systems:**

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At The Grove we aim to create a learning environment where children feel safe, secure and motivated to learn. We are determined to develop an inclusive culture and ethos where all children are encouraged to strive for continuous self-development and become life-long learners. In order to promote this, we have established robust behaviour management systems to ensure that all children, staff and parents are aware of our school expectations, that positive behaviour is rewarded and that incidents of poor behaviour are dealt efficiently and effectively, and that the quality of behaviour and discipline in our school is rigorously monitored and reviewed.

Details of these Behaviour Management Systems are found in Appendices 1, 2, 3 and 4.

## **Exclusions:**

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### Fixed-term and permanent exclusions

We are an inclusive school and do not wish to exclude any child, even when they exhibit serious behavioural difficulties. We will take every reasonable step to ensure that exclusions are avoided. However, in extreme cases, it may be necessary to exclude.

The school follows the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 and the DFE Statutory Guidance on School Exclusions 2012. (See 4.2 for brief outline)

Only the head teacher of a school can exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed period exclusion does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion.

Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. Lunchtime exclusions are counted as half a school day for statistical purposes and in determining whether a governing body meeting is triggered.

The behaviour of pupils outside school can be considered as grounds for exclusion. This will be a matter of judgement for the head teacher in accordance with the school's published behaviour and discipline policy.

Any decision of a school, including exclusion, must be made in line with the principles of administrative law, i.e. that it is: lawful (with respect to the legislation relating directly to exclusions and a school's wider legal duties, including the European Convention of Human Rights); rational; reasonable; fair; and proportionate.

Head teachers must take account of their legal duty of care when sending a pupil home following exclusion. When establishing the facts in relation to an exclusion decision the head teacher must apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt'.

Under the Equality Act 2010 ("the Equality Act") schools must not discriminate against, harass or victimise pupils because of their: sex; race; disability; religion or belief; sexual orientation; because of a pregnancy / maternity; or because of a gender reassignment.

If the head teacher excludes a child, the parents or carers are informed immediately, giving reasons for the exclusion and their rights of appeal against the decision to the governing body.

The head teacher informs the LA and the governing body about any permanent exclusion and about any fixed-term exclusions beyond five days in any one term. The governing body has a discipline committee, which is made up of between three and five members to consider any exclusion appeals.

## **Drug, alcohol and offensive weapon related incidents:**

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It is our policy that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent will notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult employee, and recorded appropriately.

The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents of any child involved will always be notified. Any child who deliberately brings such substances into school for the purpose of misuse will be dealt with the above exclusion procedures. The parent of any child involved in such incidents must meet the head teacher before the child is readmitted to the school

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home. Any child in possession of an offensive weapon may be permanently excluded.

## **Other areas of school covered by the Behaviour and Discipline Policy:**

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### Attendance and Punctuality

Punctuality and good attendance, particularly the prevention of unauthorised attendance, is an integral part of our school policy on behaviour. Encouragement to attend school regularly emphasises positively the importance of school. Parents/carers will be reminded of their responsibilities for attendance and punctuality when necessary (See Attendance and Punctuality Policy).

### Truancy

Absences and lateness are monitored by staff and persistent lateness or poor attendance is reported to the Head teacher. The Pupil Premium Champion and Education Welfare Officer, in liaison with the Head teacher will monitor and liaise with parents as appropriate. The school is required to publish its numbers of authorised and unauthorised absence.

### Off-site Visits

This policy also applies when children are off-site. If behaviour becomes unacceptable and meets any of the above criteria or is likely to bring the school into disrepute the child will be returned to school and the necessary action in accordance with this policy will be taken.

## **Monitoring and Review:**

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We know that this policy is effective and embedded in our practice when:

- All children, staff and visitors feel safe and welcomed in the school
- All children, staff, parents and all associated adults know, understand and follow the rights and responsibilities
- Expectations and standards of behaviour are consistently high
- Staff feel confident and supported by our Leadership Team in managing children's learning, behaviour and social development
- Parents feel that the school deals effectively with unacceptable behaviour
- Governors are confident that behaviour is well managed in the school

The success of the school's Behaviour and Discipline policy and provision is evaluated through school self-evaluation and monitoring activities such as:

- Monitoring and evaluation of classroom practice by the SLT and SMT
- Monitoring of red books and pastoral logs by SLT
- Analysis of progress and attainment data for individual children and for cohorts
- Regular inclusion review for vulnerable groups such as SEND, PP, EAL and LAC by Inclusion team with SLT
- Feedback from children, parents and staff, both informal and formal

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

# Appendices

Appendix 1 – Whole School Expectations  
Appendix 2 – The Grove Behaviour System  
Appendix 3 – Management of Incidents  
Appendix 4 – Record Keeping  
Appendix 5 – School Behaviour Charter



## APPENDIX 1

### Whole School Expectations

Our school expectations are designed to promote an environment of mutual respect, where everyone feels happy, safe and secure. Children have a right to an education and it is the responsibility for every child to ensure that their behaviour does not form a barrier to their own or another child's learning. Consequently we have established a clear pathway of rights and responsibilities to support children with being positive and responsible members of their class and school community. While adults in school act as role models, demonstrating the positive attitudes, language and behaviour set out below.

Rights	Responsibilities
<b>1.</b> To be safe	We keep our hands and feet to ourselves We care for the school and everyone in it We will not bully anyone We will not stand by while others are bullied
<b>2.</b> To be able to learn	We are sensible and independent We are responsible for our own learning We attempt to do things for ourselves first We always work hard, try our best and never give up!
<b>3.</b> To be respected	We respect others views, thoughts and ideas We look after everyone's property We walk calmly and smartly around the building We speak thoughtfully to everyone
<b>4.</b> To be heard	We listen to what others say We focus upon what adults tell us We share any worries with adults We tell the truth, always
<b>5.</b> To be healthy	We make sure we eat healthy food We try and play a game with our friends everyday We rest when we are tired at play time We try and ensure everyone is happy

We expect all members of our community to follow our Rights and Responsibilities. At the beginning of the school year, all children are asked to reflect on the Rights and Responsibilities, understanding what they mean and crucially, why it is important to have these rights and responsibilities in place at school.

So that all of our school community are aware of our shared expectations, we display them around the school. We also focus on particular expectations in our assemblies throughout the year and we provide opportunities for these expectations to be discussed and reflected on in different ways all through the year.

## APPENDIX 2

### The Grove Behaviour System

At The Grove there is a system of rewards and sanctions which provide a consistent approach to behaviour management, agreed with all staff and understood with all children across every year group in the school. Through its use we will promote positive behaviour and successfully deal with any inappropriate behaviour as early as possible.

In each classroom there are five faces (emojis) displayed which are colour coded: Gold, Silver, Green, Amber and Red.

At the beginning of each session (beginning of the day; after playtime; after lunch) each child will be on the green face. If they have been moved down during the previous session, their name will be returned to the green face and the slate wiped clean. However, any outstanding sanctions will be implemented.

By displaying the correct behaviours (see school expectations and class rules) children will be moved up to the silver face. If this behaviour is demonstrated consistently then they will be moved up to the gold face. When they reach the gold face, they are given a gold sticker to take home and celebrate their success.

When children display inappropriate behaviour\* then they will receive a verbal warning. If this behaviour persists then their name will be moved down to the amber face as a second warning. Adults will also try and encourage the child to make better choices by praising and rewarding children demonstrating appropriate behaviour, reminding them of the positive consequences of making a better choice, removing them from a situation which might be prompting them to make poor choices or asking them to spend time reflecting on their choices (on a 'thinking' chair).

However, if this behaviour persists, then their name is moved to the red face and they are requested to spend five minutes reflecting on the choices that they are making in the appropriate phase leader's classroom. Any work that is missed during this time is completed at lunch time outside the head teacher or deputy head teacher's office.

Children can be moved straight to red for any behaviour that is deemed to be violent or defamatory. Violent behaviour includes any aggressive use of hands or feet to attack another child, whether intimidatory, retaliatory or deliberate. Defamatory behaviour includes the use of racist, sexist or other harmful language that would offend you as an adult.

Any red faces/time out is recorded in their classroom Red Book. If a child receives a Red Face, a behaviour slip is sent home to parents which they have to sign and return. These are then stored in the class pastoral folder. The number of red circles will be monitored by class teachers, phase leaders and the SLT.

In any one 'long' term (Autumn, Spring or Summer)

If a child receives **2 Red Faces**, a meeting is arranged between the class teacher and parents/carers to talk through the issues and where appropriate, individual targets set. The key details of this meeting and the actions following it will be recorded in the class pastoral log.

If a child receives **4 Red Faces**, a meeting is arranged between the class teacher, phase leader and parents/carers to talk through the issues and agree a Personal Support Plan (PSP) with clear targets and strategies for support. This plan will be time limited and a following meeting arranged to review the targets/outcomes. This plan should then be shared (i.e. forwarded with a covering email) with the Inclusion Team and SLT.

If a child receives **6 Red Faces**, a meeting is arranged between the class teacher, phase leader, deputy head teacher and parents/carers to review the PSP and decide next steps. At this meeting, the involvement of the Inclusion team and/or outside agencies may be discussed.

If a child receives **8 Red Faces**, a meeting is arranged between the deputy head teacher/head teacher, Inclusion team and parents/carers to discuss what support has already been provided and identify what is preventing improvements from occurring. At this meeting, outside agencies may be present.

If a child receives **10 Red Faces**, and no improvements has been secured after a programme of support/positive target setting has been followed, then a fixed term internal/external exclusion may be used to allow the school time to seek advice or implement additional resources to support this child. This will be discussed at a meeting between head teacher, Inclusion team, parents/carers and outside agencies before any decision is made.

#### Additional Strategies for Rewarding Positive Behaviour

- **Raffle Tickets** – These are awarded to children demonstrating positive behaviour towards peers, modelling the characteristics of good learners and been an example to others in how they comport themselves around school. The raffle tickets are put into a class box, from which a draw is made during Celebration Assembly. The child picked out receives a small prize in recognition of their achievement.
- **House Points** – These are awarded to children for academic effort and achievement. Once a child receives a house point, they will be invited to place a correctly coloured counter/cube into the class/house jar. At the end of each week, a Year 6 children will collect the class totals and calculate the amount collected by each house. The winner is announced in Celebration Assembly and a display in the hall monitors the success of each house.
- **Merit Certificates** – These are awarded to one child from each class on a weekly basis who has demonstrated the characteristics of learning in a particular subject, area or across the curriculum. Teachers will complete the certificate say why the child has achieved the merit that week. Certificates will be read out and presented in Celebration Assembly.
- **The Golden Dustpan** – This is presented weekly in Celebration Assembly to the class with the cleanest classroom and cloakroom
- **The Golden Boot** – This is presented weekly in Celebration Assembly to the class with the best PE kit record.
- **Daffy Duck** – This is presented weekly in Celebration Assembly to the class with the best attendance.

#### The Grove Behaviour System in the Playground

The Grove Behaviour System applies in the Playground both at playtime and lunchtime with a few revisions and is monitored by the Midday Supervisor Leader, Phase leaders and the SLT.

At the beginning of each playtime, each child will be effectively on the 'green face' though there is no visual representation of this as there is in the classroom. For displaying the correct behaviours, (see school expectations and playground rules) children will be rewarded with raffle tickets which will go in a specific box for the playground (KS 1 and KS 2) to be drawn in Celebration Assembly. The child whose name is drawn receives a small prize. Midday supervisors are also encouraged to share the names of children demonstrating the correct behaviours with class teachers who can then reward the children using the class faces.

When children display inappropriate behaviour\* they will receive a verbal warning. If this behaviour persists then they will be asked to stand in the time out zone for 5-10 minutes time out (Yellow Face). During this time, they should not be in contact with other children. At the end of this time, adults should remind them of the expectations and playground rules before allowing them to return to their game.

If this behaviour persists, then they will be asked to go inside and spend the rest of their playtime outside the Head teacher or Deputy Head teacher's office (Red Face). Children can be moved straight to a Red Face for any behaviour that is deemed to be violent or defamatory. Violent behaviour includes any aggressive use of hands or feet to attack another child, whether intimidatory, retaliatory or deliberate. Defamatory behaviour includes the use of racist, sexist or other harmful language that would offend you as an adult.

Any inappropriate behaviour in the playground will be recorded in the KS 1 or KS 2 Playground Red Book. This will be monitored daily by the Midday Supervisor Leader who will inform class teachers if any of their children have been given a Red Face. It will also be monitored weekly by the Deputy Head Teacher and children who are regularly appearing in the book (Yellow Face or Red Face) will be asked to spend their Friday playtime discussing their behaviour with the Deputy Head teacher.

## APPENDIX 3

### Managing Incidents

Some incidents occur which necessitate a different set of strategies (other than or in addition to the ones above) to be employed.

1. Verbal Outburst (including shouting, screaming, swearing, using threatening language)
  - Teacher uses strategies to calm them down using quiet space in classroom where possible
  - If this does not work, a change of face is required and help is sent for (using class bird) from additional adult working in another class
  - Additional adult uses strategies to calm them down, if necessary removing them from the classroom
  - Once child is calm, they are spoken to by class teacher who reiterates the expectations and asks additional adult to take them to phase leader for time out.
  - Incident including steps taken to calm down written down in Red Book
  - Parents notified by the class teacher at the end of the day verbally and through use of behaviour slip. When this is returned signed, it is stored in the class pastoral folder.
2. Physical Outburst (including throwing equipment, using body in a threatening way)
  - Teacher uses additional adult in the classroom. If there is no additional adult in the room, the teacher requests help by sending class bird to the office who will then radio for a member of the SLT or Inclusion Team
  - Child is removed from the classroom and taken to quiet space to calm down. (See Risk Reduction Plan if in place)
  - Once child is calm, they are taken by adult to work in their phase leader's classroom till the next playtime.
  - The playtime following such an outburst is spent with the Head teacher or Deputy Head teacher
  - Incident is recorded on an ABC Form at a convenient time before the end of the school day and shared with class teacher. The class teacher should complete the 'action' section and store the sheet in the class pastoral folder.
  - Parents should be notified by the class teacher in a telephone conversation or face to face at the end of the day.
  - If there are three separate logs, over a short period of time (two weeks) then information to be shared with Deputy Head teacher and Inclusion Team
3. Physical Aggression (including throwing objects at children/adults, using body to intentionally harm children/adults)
  - Teacher uses additional adult in the classroom to manage individual child (using appropriate restraint if necessary) and requests help from member of SLT or Inclusion Team by sending class bird to the office.
  - Child is removed from the classroom and taken to a quiet space to calm down in line with Risk Reduction Plan.
  - Once calm, child is internally excluded for next session (or longer if deemed necessary) supervised by SLT or Inclusion Team. Any decisions will take into account the needs of the child including SEND needs, learning provision and root cause of the behaviour
  - Incident is recorded on an ABC form as soon as possible or if this is a regular occurrence using a Record of Incidents form.

- Parents/carers will be notified by the class teacher in telephone conversation or face to face at the end of the day.
- If an incident has caused significant harm to adult or child, leaving a mark then this should be recorded on the Record of Harm form and the First Aid Book completed. If a child has been harmed, then the parent will be informed at the end of the day by the relevant class teacher.
- If there is a repeat of this during the school day then the consequence will be a longer internal exclusion or a fixed term exclusion. This decision will be taken by the Head teacher and/or Deputy Head teacher and will take into account the needs of the children including SEND needs, learning provision and root cause of the behaviour.

The information above details how to deal with incidents while they are occurring. Some incidents will be over before they come to your attention. In this situation you need to:

- Ensure that all children involved in the incident are safe and not in need of medical attention
- Try to separate the children involved and reassure them that you will be talking to all those who were present
- Listen to each child involved to gather information and if necessary take notes.
- Once you have gathered enough information to make a judgement about the severity of the incident, pass the information along to the relevant people (including class teachers, phase leaders, Inclusion Team, SLT)
- Please note that any racist incident needs to be reported to SLT as soon as possible.

## APPENDIX 4

### Record Keeping

## APPENDIX 5

Whole School Behaviour Charter