**Grove Vale Primary School**

**Behaviour Policy**

**Including Anti-Bullying**

**October 2017**

**INTRODUCTION**

**"THE BEST WAY TO ENCOURAGE GOOD STANDARDS OF BEHAVIOUR IS THROUGH A CLEAR CODE OF CONDUCT BACKED BY A BALANCED COMBINATION OF REWARDS AND PUNISHMENTS WITHIN A POSITIVE COMMUNITY ATMOSPHERE."**

**(ELTON REPORT)**

Grove Vale is committed to providing the maximum educational opportunities for all its pupils, and to providing the kind of responsible, caring community, which is essential to the fulfillment of these opportunities. Every aspect of our school is affected by the behaviour of both the children and the adults who come together for this purpose. Attitudes towards acceptable and unacceptable behaviour therefore play a fundamental part in the overall ethos of the school.

When developing this behaviour policy for the whole school it was important to ensure that all the relevant people were consulted; those who have a vested interest in Grove Vale being a happy, considerate and effective place in which to work.

**Home School Agreement**

At the beginning of each year, we will send Home School Agreements home with children. (see appendix C)

**Please join us in the partnership that is necessary for the full education and development of your child by signing and returning the HOME SCHOOL AGREEMENT**

**The people who were consulted were**:

 **the children**

 **the teachers**

 **the non-teaching staff**

 **the parents**

 **the governors**

 **the relevant outside agencies.**

The policy which resulted has taken into account the views of all those involved in the consultation process. It is **OUR** policy. We hope that it will continue to be **OUR** policy: which means we welcome constructive feedback from any of these agencies at any time in the future.

**OUR PHILOSOPHY**

The emphasis of our behaviour policy is essentially positive. We want to emphasise the things we should do, rather than become preoccupied with the things we should not do. Of course we need to be quite clear about what is unacceptable behaviour, and about the steps that will be taken in order to deal with the encouragement of good behaviour - to this end we aim to foster a mature, caring and sensible approach to living and learning together.

We believe that children should learn to accept responsibility for their own learning, to respect the rights of others, and should be encouraged to develop the qualities of self-behaviour and community responsibility which are the pre-requisites of mature adulthood. At the same time we recognise that the adults working within the school and parents visiting the school are important role models for the children themselves- they must set an example of good practice.

The Working Environment

To encourage good behaviour it is essential to provide the right kind of environment for children and adults to work together. We all need to be proud of our school and committed to maintaining high standards. This means:

we must provide an attractive and stimulating environment where the display of children’s work is an important feature;

we aim to ensure that the school is neat and tidy, and that both children and adults tackle the problem of litter;

we aim to encourage **respect** for property - both the property of the school and of individuals, so that all are encouraged to make the best use of the resources that are available to us. Lost property will be displayed and then removed.

we aim to encourage a sense of ownership, so that we can all take pride in contributing to what is essentially **OUR** community.

The Attitudes of Children and Adults

We believe that good behaviour ultimately stems from the fostering of responsible, caring and positive attitudes to work and social life. This means that:

we emphasise **PRAISE** wherever possible - rewards for effort in work and behaviour, and encourage excellence;

we encourage respect and tolerance of others, including sensitivity and helpfulness towards those who may be vulnerable at any time;

we aim to create a community which values all cultures, and where members of the community are not disadvantaged through racism, sexism or ageism.

we aim to encourage self-confidence in individuals and to value talents and achievements.

Our 9 Core Values (see appendix F) also impact and underpin children’s and adult attitudes.

**RIGHTS AND RESPONSIBILITIES**

Since this is a policy constructed with the input of all stakeholders, everyone has rights and responsibilities within it. Everyone has the right to be treated fairly and equitably within the framework of the policy; all have a right to express worries and concerns, and to have these dealt with in an appropriate manner. However along with these rights all must accept the responsibilities both explicit and implicit in the policy.

There is, for example, an assumption that parents will support both staff and children in the maintenance of good behavioural standards, and there will be occasions when both school and parents need to work closely together.

Occasionally there may be instances where parents disagree with something that has happened in school. We would expect parents to approach the class teacher in the first instance and then Phase Leader. If the problem persists or is of a serious nature, then the Head teacher/Deputy Head teacher will be informed.

### The school office should be contacted to arrange a convenient day and time

**\* NOTE – Children should be kept unaware of any grievance a parent may have and it should appear that school and home are working in co-operation. It is extremely harmful for a child to be present whilst parent and teacher are voicing a disagreement.**

**BEHAVIOUR**

The 6 Golden Rules are displayed in each class and around school. Our Golden Rules were created in partnership with all stakeholders and are drawn from our Code of Conduct (AppendixA) and our School Charter (Appendix B).

All members of the school community were involved in drawing up a School Charter. This stemmed from a need to revisit some of the points agreed previously in school and was also in response to the movement around our school.

Our school’s ‘Codes of Conduct’ that were agreed by all stakeholders, were incorporated into the School Charter to create a far-reaching document that covers all elements of school life.

However, although this charter was comprehensive and an excellent guide to our behavioral expectations in school, it was felt that it may be too lengthy, especially to display and for our children to digest. It was therefore decided that while we acknowledge the Code of Conduct and School Charter and use these, that our expectations outlined in these documents could be condensed into 6 Golden Rules.

**GROVE VALE SCHOOL – GOLDEN RULES**

|  |
| --- |
| 1. Treat each other with care, good manners and respect
2. Listen to others
3. Move around our school in a sensible manner
4. Look after our property and the school environment
5. Try our best in everything we do
6. Be honest
 |

**SCHOOL BUDDIES**

Our school operates an effective school council and “Buddy” system enabling children to take an active role in the decision making process within the school community.

All staff encourage buddies to help organise the children’s play. Buddies will assist staff in dealing with minor incidents involving conflict resolution (such as arguments over play equipment etc.). Matters of a more serious nature (e.g. bullying, inappropriate behaviour and/or language) will be reported by the Buddy to a member of staff **immediately.**

## DISCRIMINATION

## Any form of discrimination occurring in school is dealt with firmly. All children are treated exactly the same in our school. All members of the whole school community should be treated with respect.

All incidents of racism between pupils must be reported to the LA by the school.

## ANTI-BULLYING

In line with guidelines from West Midlands Police and Inclusion Support, the following points need to be evident for bullying to have occurred:

**Intent:**

It is deliberate, hurtful behaviour.

**Repeated:**

The behaviour happens more than once.

**Power imbalance:**

It is difficult for those being bullied to defend themselves.

**Harmful:**

It can hurt your body or your feelings

At Grove Vale we wish to ensure that the education our children receive takes place in an atmosphere, which is caring and protective. We, like all schools, have a responsibility to create a secure and safe environment for the pupils who are in our care. Parents must be able to send their children to school confident in the knowledge that they will be protected from bullying.

Our curriculum deals heavily with the issues of bullying, and we strive to create an environment where bullying is prevented in school. Various anti-bullying and support measures include:

* The PHSE curriculum
* The Guidance notes for both KS1and 2 on E Safety (See Appendix C)
* Assembly themes
* Anti-bullying week
* Visitors to school e.g. Police
* Buddies

Sadly, bullying is a form of cruelty that will occur in many walks of life in our society - not just in schools. We at Grove Vale cannot ever be complacent and state that bullying never takes place here. What we do state is that we as a school are aware of our responsibility to develop and implement successful prevention and intervention programmes which will enable every child to know that the school is able to protect and help them whenever they

feel threatened in any way at all. Therefore, it is vital that the children and adults connected with Grove Vale do not tolerate bullies.

**If a parent thinks their child is being bullied they must inform the school** **immediately.**

Furthermore, when discussing the problem with their child they should follow the advice given for victims (see below).

**Recording Incidence of bullying**

School is obligated to record all incidence of bullying that occurs in school.

* All incidents of bullying are recorded.
* All sustained incidents of bullying are logged with the LA.

A written record should be kept if the bullying persists. It will provide supportive evidence regarding **WHO, WHAT, WHERE and WHEN.** The member of staff dealing with the situation should be kept informed. (Where bullying is involving the Internet then the ICT Leader should be kept informed)

**CHILDREN SHOULD BE ENCOURAGED NOT TO RETALIATE.** It will only make matters worse. Such behaviour could be contrary to the child’s nature.

**FOR BOTH VICTIMS AND PARENTS**

The following guidelines are for parents who know their son or daughter is being bullied.

First, tell your child that there is nothing wrong with him/her. He/she is not the only victim.

Advise him/her not to hesitate to tell an adult e.g. Teacher, Dinner Supervisor.

Together identify those places where the bullying takes place and work out a way to avoid them. If this is not possible, advise that he/she makes sure that there are other trusted people about. If they are not to be trusted, someone should be told.

Advise your child not to try and buy the bully off with sweets or other `presents`.

**REWARDS AND SANCTIONS AT GROVE VALE TO SUPPORT OUR BEHAVIOUR POLICY**

In any behaviour system the emphasis should always be positive with encouragement and praise, rather than the more negative approach of criticism and punishment. Criticism should always include advice on how to improve and should be constructive in its approach.

**Praise** is given in many ways, and may include the following:

 - a quiet word or encouraging smile

 - written comment on child's work

 - a public word of praise (in group, class or whole

 school situation)

 - a system of reward (team points/merit stickers)

 - certificate with public recognition by presentation at an assembly

* use of school reports
* use of a star board for those pupils who go above and beyond in relation to the 6 golden rules

|  |  |
| --- | --- |
| **Rewards** | **Sanctions** |
| * **Each child starts the day on the green light**
* **Star board for pupils who go above and beyond in relation to the school rules, children receive a sticker for being on the star. Their name will written in the behaviour book and AHT will monitor names on a weekly basis.**
* **At the end of the term the child in each class who has received the most stars will be have a reward trip (cinema, bowling, soft play, entertainer)**
* **Team Points for good work/behaviour**
* **Merit Stickers –For outstanding work**
* **Celebration certificates during assembly- weekly**
* **End of term ‘Class of the term’ certificate and reward**.
 | 1. **Verbal warning**
2. **Pupils are placed onto the Amber light.**
3. **Red light- Persistent negative behaviour despite a warning. Infants - missed playtime in the pitstop Juniors – missed playtime outside the staffroom. The pupil’s name is noted in the behaviour book, AHT input this onto SIMs.**
4. **Any serious or persistent behaviour will be referred to phase leader and if necessary contact parents.**

**5.As the final sanction, the**  **DHT, HT will become involved. ‘Sky’ time will be implemented for the pupil;**  **Red sky (if a child has been 3 times on red in the same term) The pupil will spend a lesson with**  **DHT, HT or AHT.****Grey sky (serious incident) The pupil will spend a whole morning or afternoon with DHT, HT or AHT.****They will be doing work in isolation from their class mates and missing playtimes.****Parents will be contacted at this point and logged onto SIMS Behaviour section.** |

A traffic light system has been developed across the whole school to support the management of behaviour for all of our pupils. Each classroom has a display with the 3 stages of green, amber and red. The traffic light system is visual and progressive. Each year group has a star board to celebrate exemplary behaviour.

Each child has their name or photo on the green light at the start of each day as we expect ‘green’ behaviour from all pupils. It is important to stress that we expect good behaviour and pupils must endeavor to follow our 6 golden rules at all times. All children begin on green as a shared expectation of behaviour everyday. If behaviour becomes negative in the classroom or playground, amber and red are sanctions.

* **Green-** All children begin each day on green (new day, new start) Children need to be able to have an incentive to behave positively.
* **Amber-** A verbal warning
* **Red-** A formal warning. Being on red means the child misses a section of playtime (up to the teacher’s discretion) in the infant pitstop and outside the staffroom for junior pupils. It is important to note that children must graduate up the sanction list unless it is extreme behaviour, e.g. fighting, stealing etc. When the child is placed on red, staff or the pupils themselves must write their name in the class behaviour book so staff (AHT) can monitor patterns of behaviour.
* **Star board**- Exceptional behaviour. The child’s name will be placed on the star board if they are going above and beyond consistently in terms of behaviour and attitude and the 6 golden rules. When the child is placed on star board, staff or the pupils themselves must write their name in the class behaviour book so AHT can monitor aspects of exemplary behaviour and celebrate. When a pupil’s name appears in the book they receive a star sticker.
* **Any physical, bullying or severe incidents would automatically go to red. If the behaviour is severe or persistent, this needs to be referred to the phase leader in the first instance. Depending on the circumstances, the phase leader may refer the pupil or incident to the AHT, DHT, HT.**
* Phase leaders will be referred to if children have been on red more than once in a week, if ‘red’ behaviour persists then the AHT, DHT HT need to become involved. The behaviour book tracks and monitors ‘red’ behaviour, it is up to CT and Phase leaders to monitor behaviour in the book during weekly monitoring.
* In addition, all persistent or severe cases of poor behaviour need to be logged on SIMS behaviour log.
* As the final sanction, the AHT, DHT and HT will become involved. ‘Sky’ time will be implemented for the pupil; (see appendix)

**Red sky** (if a child has been out on red 3 times in the same term) The pupil will spend a lesson with DHT, HT or AHT and miss their playtimes for that day. They will complete a reflection form about their behaviour, this and a letter will be sent home to parents.

**Grey sky** (serious incident) The pupil will spend a whole morning or afternoon with DHT, HT or AHT. They will be doing work in isolation from their class mates and missing playtimes (length of time negotiable) Parents will be contacted by the AHT, DHT or HT.

**If problems persist**

1. When persistent problems occur a formal Behaviour Programme may be drawn up. An ‘All About Me’ document, setting relevant targets, will be written and implemented by the Class Teacher following consultation with the SENCO.

Further advice may be sought from the Inclusion Support Service. Following an initial consultation and observations of the child’s behaviour, the Special

Educational Needs Advisory Teacher (SENAT) for Behaviour will then become involved in setting and reviewing future targets. (See also SEN Policy).

1. For serious offenders the Head of School decides the next course of action, e.g. consult parents to discuss a suitable course of action and the incident is recorded.
2. If it were felt necessary the Head of School would draw the attention of the parents to the harm that exclusion could do to their child if disruptive behaviour continued and exclusion resulted.
3. If exclusion seemed to be necessary the Head Teacher will follow the relevant Sandwell LA Guidelines on exclusion which are available from school.
4. Examples of behaviour types that warrant a fixed term exclusion are as follows:-

|  |  |
| --- | --- |
| Continued disruptions in lessons and school | 1-3 days |
| Defiance  | 1-3 days |
| Verbal abuse to staff/pupils/others | 1 day |
| Racial abuse to staff/pupils/others | 1 day |
| Bullying – physical/verbal | 1 day + |
| Physical abuse to staff/pupils/others | 1 day + |
| Sexually inappropriate behaviour | To be determined |
| Theft | 1-3 days |
| Vandalism | 1-3 days |
| Extortion | 1-3 days |
| Threatening behaviour | 1-3 days |
| Maliciously setting off the fire alarm | 1-3 days |

This table is a guide. The number of days given to the pupil is at the discretion of the Head Teacher. Longer exclusions (including permanent exclusions) may be implemented depending on the severity of the offence. In the event of an exclusion being 5 days or more, the school must provide for work to be sent home.

The decision to permanently exclude will be taken:

* + 1. In response to serious breaches of the school’s behaviour policy; and
		2. If allowing the pupil to remain in school would seriously harm the education or welfare of pupil or others in school.
1. The school’s Drug Policy gives clear guidance on the school’s stance where the possession of drugs and/or illegal substances are found on a pupil or where a pupil or member of public is seen to be distributing drugs or illegal substances.
2. The school’s ‘Restrictive Physical Intervention’ guides members of staff when dealing with situation such as fighting between pupils. Once the fight is broken up the behaviour policy is instigated.
3. If unsatisfactory behaviour exhibited warrants Police involvement this will be arranged by the School.

**Appendix A**

**CODE OF CONDUCT** **(Children's version)**

**ALWAYS** take care of yourself, others and the school environment.

**IN THE CLASSROOM**

1. Try your best in everything you do.

2. Don't talk when you should be working.

3. Be polite and sensible.

4. Don’t talk when a teacher or anyone else is talking.

5. Don't disturb other people when they are working.

6. Be considerate - don't shout out. Instead put your hand up.

7. Keep the classroom tidy, put equipment in its proper place.

8. Don't rush to be the first to finish.

9. Remember to push your chair in at all times.

10. Always wait for other children to come out of the cloakroom if it is full.

**AROUND THE SCHOOL**

1. Be polite and open doors for people.

2. Knock before going into classes.

3. No running around school or on the steps.

4. Move around the school quietly.

5. Be sensible when asked to go on a message.

**CARING**

1. Take care of other people not just yourself.

2. Never go home with strangers.

3. Don't say naughty words.

4. Be polite to everybody.

5. We should help anyone who needs it.

6. Always hand in lost property.

**PLAYTIME/LUNCHTIME**

1. Put your litter in the bin.

2. Eat quietly, sensibly and don't make a mess.

3. When the whistle blows stop and listen.

4. We should respect the dinner ladies and try not to get into trouble.

5. If it is wet do not splash in the puddles or play in the dirt.

6. Collect your bags, lunchboxes and coats before you line-up.

7. Have fun and play games, don't get into fights.

8. **ALWAYS TELL** if somebody is **BULLYING** you or anyone else.

9. In the playground play nicely. If an accident happens tell the teacher straight away.

10. Wash hands before going to dinner.

11. Go to the toilet at playtime.

**Appendix B**

**GROVE VALE SCHOOL CHARTER**

All members of the school community were involved in drawing up a School Charter. This stemmed from a need to revisit some of the points above and was also in response to the movement around our school. All staff and pupils drew up the charter through staff meetings and the school council. All children and staff have taken part in drawing up the charter, and we therefore expect all members of the school community to follow it so that we all benefit.

**Grove Vale Primary School Charter**

At Grove Vale, we know how important it is to move around our school safely and show courtesy and respect to each other.

**ALL** staff and pupils have agreed to the contents of our Charter and will work hard to follow it so that we **ALL** benefit!

* **We will walk around our school at all times in a sensible manner**
* **We will walk on the left**
* **We will line up in an agreed order**
* **We will move around in single file as a class**
* **Children will hold doors for their class**
* **We will stop at points around the school when asked to wait by our teachers**
* **We will line-up sensibly at the end of playtime and move in single file to our classrooms**
* **We will walk quietly to and from assembly**
* **We will open doors for adults and other pupils and wait for them to pass through**
* **We will use good manners in our school e.g. please, thank you. Good morning etc**
* **Older children will let younger children out of doors first etc**

**We will sign the Charter to say that we agree with it and will try to follow it!**

**Appendix C - Grove Vale Primary School Home/School Agreement**

**‘Together we grow’**

**Name of child:**

At Grove Vale Primary, we recognise each child as an individual, and aim to give all children every opportunity to realise their full potential. We believe that a close partnership between the school, parents and the child is essential if we are to achieve this aim. We therefore ask all parents and children to sign up to our Home/School Agreement.

**The Responsibilities of the School**

At Grove Vale Primary we will:

* Provide a secure, happy and stimulating learning environment where children’s experiences and interests shape our ethos and curriculum.
* Provide a broad and balanced curriculum which challenges your child to reach their potential and fulfils the requirements of the National Curriculum.
* Encourage your child to show friendship and respect for others and to abide by the school behaviour policy, ensuring a safe, caring environment for all.
* Keep you informed about your child’s progress and behaviour, as well as their termly curriculum. We do this through termly meetings and termly reports.
* Set regular and appropriate homework for your child that encourages creative and independent learning.
* Make you feel welcome whenever you visit the school and respond to your questions or concerns as quickly as possible.
* Allow children safe and secure use of the Internet through a combination of site filtering, supervision and by fostering a responsible attitude in all pupils, in partnership with parents.
* Provide interesting and exciting clubs, trip and other activities.

Signed: …………………………………………………………… (On behalf of Grove Vale Primary School)

Date: ………………………………………………………………..

**The Responsibilities of the Parents/Carers**

All parents/guardians will:

* Having chosen Grove Vale Primary School for your child, accept the school’s aims and ethos, positively supporting the school.
* Ensure that your child attends school punctually every day during term time, unless there is a good reason for absence (e.g. illness).
* Notify the school by letter or telephone in the event of absence.
* Ensure that your child is collected on time by an adult known to the child and school
* Support the school’s policies and guidelines on learning, behaviour and uniform, both in School and at home and ensure that your child reflects this.
* Attend parent/teacher meetings to discuss your child’s progress.
* Support your child with homework that is set, including reading.
* Keep us informed of where to contact you in case of emergency.
* Promptly inform the school of any concerns or problems that may affect your child’s learning, behaviour or happiness at school in a calm, supportive manner.
* Support school in the teaching of safe and secure Internet use at home.
* Be respectful to other adults and children

Signed: ……………………………………………… (Parent/carer)

Date …………………

**The Responsibility of the Child**

I will try my best to :

* Do all classwork and homework as well as I can, asking questions when I don’t understand.
* Try my best and begin to take responsibility for my own learning; including homework and bringing the right equipment/kit into school
* Be respectful towards others and behave in a safe and responsible way.
* Be kind, helpful and forgiving.
* Tell me member of staff if I am worried about anything
* Be honest.
* Use the Internet safely as I have been taught in class.

Signed: ……………………………………………… (child)

Date …………………

**Red Sky Sanction**

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**Have you been on red 3 times?**

* Miss all your playtimes for the day.
* Bring your work for 1 lesson to do it with Mrs Connop, Mrs Bunch or Mrs Pickett, away from your classmates.
* Fill in a reflection form
* Your parents will be contacted about your behaviour.

**Grey Sky Sanction**



**Have you been involved in a serious incident?**

* Playtimes will be missed (amount will be in negotiation with teachers)
* Bring your work for 1 morning or afternoon to do it with Mrs Connop, Mrs Bunch or Mrs Pickett, away from your classmates.
* Your parents will be contacted about your behaviour.

**Appendix F**

**Grove Vale Teaching and Learning Framework Core Values**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Key Features**  | **Brief Outline** | **What does this look like at Grove Vale?** | **Core Value** | **Lead member of staff/****Term of focus** |
| **G**Greater Depth Thinking | Using effective question to consolidate knowledge and then to ensure a deeper level of understanding. Moving towards enabling learning to develop their critical thinking skills. |  | Growth  | GSAut 1 |
| **R**Relationships for Collaboration  | Supporting learners to learn in a variety of ways with others. Peer work and collaboration are highly effective strategies. ***“Children learn better from their peers than a teacher or a books” (John Hattie)*** |  | Relationships | CDAut 2 |
| **O**Outstanding opportunities to make progress | Ensuring that pupils make outstanding progress within lessons as well as over time. This includes knowledge of learners’ starting points to be able to effectively move them on as well as ensuring impactful & effective feedback.  |  | Originality  | MB |
| **V**Valuing Ourselves and Each Other | . Role modelling and demonstration of learning processes and learning behaviours. Also modelling expected behaviours and values of being a ‘good person’ |  | Valuing ourselves and each other | SPSum 1 |
| **E**Engaging Learning | Actively enthusing and exciting learners with a range of teaching and learning strategies which fully engage. Stimulating and purposeful learning environment. Effective and impactful resources |  | Enthusiasm | ACott |
| **V**Visually Stimulating | A highly stimulating environment and exceptional organisation of the curriculum provides rich, varied and imaginative experiences. |  | Vitality | JG/VBSpr 2 |
| **A**Attitudes to learning | Encouraging development of learning behaviours for all children. Creating a climate where learners can actively explore, make mistakes, adapt and be flexible etc |  | Ambition | ABrSum 2 |
| **L**Love of Learning for everyone, everyday | An inclusive approach ensuring that every learner, whatever their individual needs, are catered for appropriate and effectively. |  | Love of learning | NH |
| **E**Empowering All Learners | Having high expectations about what learners can achieve. Ensuring that all learners are suitably challenged through appropriate levels of differentiation.  |  | Empower | JRSpr 1 |