



Behaviour Policy

Date: September 2023

Date ratified:	
Signature of Chair:	
Author/Reviewer:	
Date for Review:	

DOCUMENT CONTROL

Unless there are legislative or regulatory changes in the interim, this Policy will be reviewed every year. Should no substantive changes be required at that point, the policy will move to the next review cycle.

First Issue	
Originator	Ann Farrar
Linked Policies	
Target Audience	Staff and parents
Dissemination via	

Version	Date	Reviewer	Changes
2	December 23	Ann Farrar	Addition of further Team Teach qualified staff names. Addition/replication of further detail from Suspension policy



At Anns Grove we have high expectations of behaviour and teach children to be good citizens who treat others as they would like to be treated themselves. Staff reward positive behaviour through praise and encouragement helping our children to develop self-esteem and respect for others and the environment. We welcome all parents and carers in our school recognising that we work in partnership with them to provide the best possible school experience for their children. We invite all our parents and carers to support our school Positive Behaviour Policy, attend meetings in school to discuss their child's behaviour when invited and inform staff of any factors that might affect their child's behaviour and well-being at school.

Our behaviour policy has been designed to support our whole school Vision Statement:

Anns Grove Community is committed to providing a caring, creative and stimulating learning environment in which we will:

- Aim high
- Dream big and do everything to the best of our ability
- Promote sportsmanship school spirit and pride in our school
- Develop a strong sense of identity value our community and contribute to it
- Share our cultural backgrounds and learn how to live harmoniously and prosper in our multicultural community

Because at Anns Grove

We all shine together!

Our Positive Behaviour Policy is based on the School Rules below which were arrived at through consultation with pupils. These are displayed clearly in each classroom and around school.

School is cool when you follow the rules.

1. **We listen to all adults and do as we are asked by staff.**
FIRST TIME EVERY TIME
2. **We are kind, honest and polite helpful and don't hurt others with our actions and words.**
3. **We look after our school and other peoples belongings. We don't damage things**
4. **We work hard to learn and be the best we can. We don't stop ourselves or others from learning**

In Early Years

Positive reinforcement i.e. thumbs up, high fives, stickers and Dojos are given throughout the day as positive behaviour is shown. Children use a thinking spot to reinforce positive behaviours and this is explained to children during their first weeks in school.



In EYFS2, Stampy DOJOs are awarded to pupils. A prize is awarded when 10 Stampy Dojo's are achieved.

In Key Stage 1

Year 1 and 2 use the 'Happy, Thinking and Sad face' system to reinforce positive behaviour.

In both Key Stage 1 and 2

Children collect Dojos for showing good learning behaviours, improving their work and using their learning powers.

In Both KS1 and KS2

Children are awarded 'Star of the week', 'Good citizen' certificates and Dojo team points in weekly praise assemblies.

Mascots, 'Twinkle twins ' are awarded to the KS1 class with the highest number of Dojo's every week. Y3/4 and Y5/6 classes with the highest number of Dojo's are given extra playtime.

All children who stay on green all week will take part in Golden time activities, Friday pm.

Anns Grove learning powers are:

1. Concentrate
2. Be resilient
3. Be co-operative
4. Have a go
5. Be curious
6. Keep improving

Everyday every child will start on green and will stay on green by following the school rules.

CELEBRATE!	THINK!	STOP!
GREEN I am Keeping our school Rules. I am earning my Golden Time Reward. Every week we will enjoy 30 minutes Golden Time (Friday 2.30pm) whole school	ORANGE I am trying to keep our School Rules but need time to THINK. I will miss my break or part of lunchtime. If I keep breaking our School Rules I will go to RED.	RED I have broken our School Rules. I need to STOP and THINK. I will miss my break or part of lunchtime and I will not be able to join Golden Time. My parents will be informed about my behaviour. I will be given a Report Card to monitor my behaviour

It's good to be green!	What did I do?	Consequences? What will happen next?
	<p>Be seen on green</p> <ul style="list-style-type: none"> • Listening to adults • Treating everyone with respect • Keeping to our school rules <p>We are proud of you!</p>	<p>You are gentle, kind, honest and polite</p> <p>You work hard and listen</p> <p>You always do the right thing</p> <p>Enjoy your Golden Time treat on Friday</p> <p>Thank you and very well done! </p>
	<p>You are...</p> <ul style="list-style-type: none"> • Not listening or learning • Distracting others • Being disrespectful to adults or children • Breaking school rules <p>Hurry up and get back to green! You can do it!</p>	<p>The teacher can send you for a time out. Work on your own in class.</p> <p>If it happens again you will move to orange.</p> 
	<p>You are still...</p> <ul style="list-style-type: none"> • Not listening or learning • Distracting others • Being disrespectful to adults or children • Breaking school rules <p>This behaviour makes everyone sad.</p>	<p>What happens now? Stay in at break or lunchtime today or tomorrow</p> <p>It could also mean...</p> <p>No Golden Time</p> <p>Report card signed at the end of every lesson, break and lunchtime</p>

Use your head avoid the red 	<p>Red card incidents and unacceptable behaviour</p> <ul style="list-style-type: none"> • Repeating any of the above • Fighting or hurting others • Bullying physically or verbally • Damaging property • Refusing to do as adults ask <p>You need help to improve your behaviour</p>	<ol style="list-style-type: none"> 1. Phone call home 2. Internal exclusion, working alone away from classmates (a lesson, half day or full day) 3. Report card to check on your behaviour every day signed at the end of every lesson, break and lunchtime 4. Letter home to parents/carers 5. Review report card at the end of the week with parents, class teacher and Head teacher 6. Exclusion for the day or from lunchtimes. You could be sent home for lunch until your behaviour improves. 7. Permanent exclusion you will have to move to another school
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Staff will:

- Model high standards and have high expectations of behaviour in and outside of the classroom
- Teach children the School Rules, why they are important and relevant and how to follow them successfully
- Consistently implement our School Positive Behaviour policy
- Treat children fairly and equally giving clear warnings that children understand
- Dojos will be recorded weekly
- Record behaviour incidents using incident report forms, SIMS or CPOMS where necessary and notify Learning mentor.
- Engage with parents/carers keeping them informed of developments in their child's behaviour

Guidance for Staff at Break Time and Lunch Time

1. Spot behaviour – don't ignore children breaking rules -deal with it before it escalates.
2. Try to reverse the behaviour through giving subtle signs (the look, body language, name, and positive reinforcement of children following correct behaviour.)
3. Give Children a clear reminder." I need you to... I want you to..."
4. Give recognition for improved behaviour
5. Children may be asked to sit out for thinking/reflection time to adjust their behaviour before joining back in with activities
6. Try to de-escalate the situation by encouraging them to go to a lunchtime club, or a place to calm down. If behaviour continues a warning is issued giving the child an opportunity to change their behaviour as appropriate.
7. If behaviour continues, issue an orange card. Any child receiving an orange card will miss their next playtime. Record the incident on CPOMS.
8. If the child refuses or behaviour continues then a Red Card should be issued. Any child receiving a red card will miss their next playtime and Golden time. They will be placed on weekly report and parents/carers informed. Record on CPOMS.
9. Inform Learning Mentor and pass on any orange or red cards. The LM will record incident on CPOMS on behalf of lunchtime supervisors.

Types of behaviour that are unacceptable:

- **Hurting other children or adults**
- **Bullying**
- **Racist/homophobic/sexist/hate related behaviour and language**
- **Verbal abuse / swearing**
- **Refusing to do what an adult asks them to - defiance**

The Senior leadership team and Learning mentor will:

1. Recognise and praise Good Behaviour
2. Support Staff in implementation of The School Behaviour System
3. Monitor Orange and Red Cards
4. Issue Red Cards and contact parents/carers to discuss their child's behaviour
5. Follow up Repeated Red Cards with parents or carers.
6. Contact agencies for support with behaviour issues including Primary Inclusion Panel, Multi-agency support team, Children's Inclusion and Learning service etc.
7. Analyse behaviour data to understand who, why and where and to implement strategies to reduce poor behaviour

Parents / carers will

- Support our school Positive Behaviour Policy.
- Attend meetings in school to discuss their child's behaviour when invited
- Inform staff of any factors that might affect their child's behaviour and well-being at school.

We welcome all parents and carers in our school recognising that we work in partnership with them to provide the best possible school experience for their children.

Consequences – Step by step

- Verbal reminders about making the right choices
- Positive praise for children following the rules correctly
- A verbal warning
- Staff member records the child's name on the board
- Time out in designated area of classroom
- An amber/orange card is given. This means loss of some or all of break time to reflect on the correct behaviour and catch up with classroom work that may have been missed.
- Removal of the child to another class to diffuse a situation and prevent escalation of poor behaviour
- A Red card is given. This means loss of all of break time to reflect on the correct behaviour and catch up with classroom work that may have been missed. Golden time will also be missed. Parents will be notified.
- A report card to be signed off by adults at the end of each session. This is shared with parents and analysed at the end of week for patterns and triggers for poor behaviour so that these can be addressed.
- Temporary isolation from the group or class, spending time with an adult to catch up on work or reflect on positive behaviours
- Inclusion team involvement
- Parent/carer involvement in a behaviour plan
- Internal exclusion/isolation from peer group for a fixed period of time
- Referral to the Local Authority Primary Inclusion Panel for outreach support from trained behaviour specialists
- In some cases fixed term exclusion may be used and in extreme and rare circumstances permanent exclusion.

Loss of Control

At times, of course, we have to recognise and accept that children will not behave or work in a manner which is acceptable, despite the support put in place by the steps outlined above. For children demonstrating a loss of control, careful consideration is given to the individual and how best to support them to regulate.

Safe Spaces

Safe Spaces support emotional regulation following a period of crisis. These may be individual to each child - some pupils will need time out of the classroom in a calm, quiet space in order to prepare themselves for learning (this may follow an incident in the classroom, playground or another area around school) and may be directed

somewhere particular for this. Examples may include the sensory room / wellbeing room, the library or quiet Light house area.

Pupils will be supported by a member of staff with the aim of regulating behaviour, promoting a restorative discussion and reintegration into lessons. If children are directed to this space due to inappropriate choices, a record of time spent out of lessons will be maintained and pupils will have to make up this time. When the child enters their Safe Space, it will be clearly communicated with them as to whether they will owe time back.

Violent behaviours

If violent behaviours are displayed by children, they will be safely moved out of the classroom and towards a safe space with a member of staff that the violence has not been displayed towards. Once they have been removed from the room, they will be encouraged to see this change of scenery as a fresh start and to make more positive choices. They will stay out of their classroom/the environment in which the incident occurred until they are settled and calm enough to re-join. If there are two or more children involved in the violent incident, a decision will be made regarding which child/children will be directed out of the room. If children are choosing to kick, their shoes can be removed from their feet and put in a safe and secure place until they are ready to wear them again.

We are aware that some children with specific needs may have a tendency to use violence and we always take this into account when reviewing a situation and appropriate next steps.

Physical Intervention

All appropriate staff will be Team Teach trained as part of the school's commitment to keeping staff and pupils safe. Team Teach is a risk reduction method which is deep rooted in practices of reducing escalation and risk arising from unwanted choices. It is important to understand that restraint is only ever undertaken as a last resort and to keep the young person or those around them free from harm. When faced with a difficult situation it is important to remember that the majority of the time we can find a resolution through our positive handling of the challenge posed.

Pupils can be held or moved if:

- They are a genuine danger to themselves
- They are hurting another child or member of staff
- They are trying to escape from school.

Pupils will not be restrained when they are defiant or rude as this is not a proportional or justified response to their actions. Any incident requiring restraint will be recorded and parents informed immediately.

Team Teach trained adults in school are:

Sarah Webb	Natalie Nicholson	Nicola Eastburn
Tom Walker	Laura Tankard	Sue Malandain
Jane Christopher	Ann Farrar	Adam Hayden
Bobby Draper	Alex Mellers	



SUSPENSION / EXCLUSION FROM SCHOOL

'All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment.

Headteachers can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions'. DFE – Behaviour in Schools Guidance. Sept '22

Fixed-Term Suspension

All decisions to suspend are serious and taken only as a last resort in response to a serious breach or persistent breaches of the school's behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in school. The Headteacher will consider the nature of the misbehaviour when deciding upon the length of a fixed-term suspension.

The following are examples:

- Repeated failure to comply with a reasonable request from a member of staff.
- Persistent defiance or disruption in the classroom.
- Verbal abuse of staff, other adults or children.
- Repeated use of bad language in school, in the school grounds, on the way to or home from school.
- Wilful damage to property.
- Repeated bullying.
- Violence towards another child or towards an adult.
- Theft.
- Extremely unsafe behaviour which puts the child themselves or others at risk of significant harm.

The school works hard to avoid suspending pupils, as we know this does not always have an improved impact on behaviour; however, the Headteacher reserves the right to make this decision based on the best interests of the whole school.

If the incident resulting in the suspension happened in the morning, the child will be collected from school and the afternoon session for that particular day will be recorded as a 0.5 day exclusion. According to recent legislation, it is the responsibility of the parent/carer to ensure that their child is not present in a public place in school hours during this exclusion unless there is reasonable justification for this.

The school will set work for the child to complete on the school days during the period of their exclusion. Support is provided for pupils to catch up on missed work when the child returns to school.

Children returning from suspensions

When a child returns from a suspension, a 1:1 meeting with the child and the Headteacher or one of the Deputy/Assistant Headteachers is scheduled for when they



are expected back at school. It is expected that the child's parent/s/carers attend this meeting too. Within the meeting, reflection on the incident and calm, productive conversations regarding how to achieve success moving forwards will take place.

Part-time timetables

In some exceptional circumstances, there may be a need for a part-time timetable to meet a pupil's needs. Where this occurs, the school will:

- Discuss the part time timetable with parents, and ensure full understanding and agreement
- Review any part time timetables regularly and meet with parents regularly to discuss whether a child is ready and able to move back to full time provision;
- Seek alternative provision where appropriate;
- Record all part time table absence as authorised (as per DfE guidelines).

Any child who is working under a part time timetable will be offered additional support which is relevant to the needs of the individual at that time. This may include 1:1 support, access to the sensory provision or another intervention deemed appropriate. The decision for this would be taken by the Headteacher and the class teacher, in discussion with class teachers and parents.

Managing the behaviour of children identified as being at risk of exclusion

- The school will engage in dialogue with the parent/carer
- A Family common assessment (FCAF) form may be completed
- Contact will be made with the Primary Inclusion Panel to access outreach support
- A risk assessment will be written to support all staff working with the child
- A multi-agency meeting may be called to access further support including Multi agency support team.

Permanent Exclusion

'A decision to exclude a pupil permanently should only be taken in response to serious or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school'. (DfE 'Exclusion from maintained schools, Academies and pupil referral units in England 2017')

The decision to permanently exclude a child is the most serious sanction that can be given. A permanent exclusion can happen:

- In response to a serious one-off breach (serious assault, violence, physical harm, sexual misconduct, possession/distribution of drugs, damage to property, dangerous behaviour, discriminative actions against protected characteristics, extreme swearing/rudeness or threatening behaviour) or persistent breaches of the Behaviour Policy and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in school.

Only the Headteacher is able to make the decision regarding permanent exclusion, but other members of staff can be in conversations regarding the incident/s that have



occurred leading to the exclusion. The Headteacher's decision to exclude must be taken on the 'balance of probabilities', meaning that it is more likely than not that the pupil did what they are accused of. Pupils can be excluded for behaviour outside school - this may include behaviour on school trips, on the way to and from school and behaviour which may bring the school into disrepute. Cyber-bullying which takes place out of school may also lead to an exclusion.

We are aware that behind every exclusion/potential exclusion there is a backstory and we will always take contributing factors into account when deciding on the best course of action.

The governing body must consider the reinstatement of an excluded pupil within 15 school days of receiving notice of the exclusion if:

- the exclusion is permanent;
- it is a fixed-period exclusion which would bring the pupil's total number of school days of exclusion to more than 15 in a term; or
- it would result in a pupil missing a public examination or national curriculum test.

Equal Opportunities

The staff and Governors of Anns Grove Primary School will ensure that all children, irrespective of factors such as disability, gender, social or cultural background, religion or ethnic origin, are given opportunities to realise their potential. We know that a whole school behaviour policy that creates a positive atmosphere and teaches appropriate behaviour from whole school level to class level and to individual level may still miss some individuals. Pupils with Special Behavioural Needs will be supported appropriately by all staff liaising with parents/carers, our Learning Mentor and Special education needs co-ordinator who will plan procedures for these children individually with the support of the Senior leadership team. These will include Positive Support Plans, Behaviour Plans, Home School News Books and other strategies considered appropriate for each individual.

Behaviour of Parents/Visitors

Anns Grove staff are here to help the children achieve high standards in their work and behaviour in a calm and safe environment. Staff will work together with parents and carers at all times. Our staff expect to be treated with respect and courtesy and will not accept abusive or inappropriate behaviour from parents or visitors to the site. Anyone who is abusive to staff or others may be banned from the school premises and could be prosecuted.

Signature
D. Mark Walker

Signed:

Headteacher

Chair of Governors

Date: September 1st 2023

