

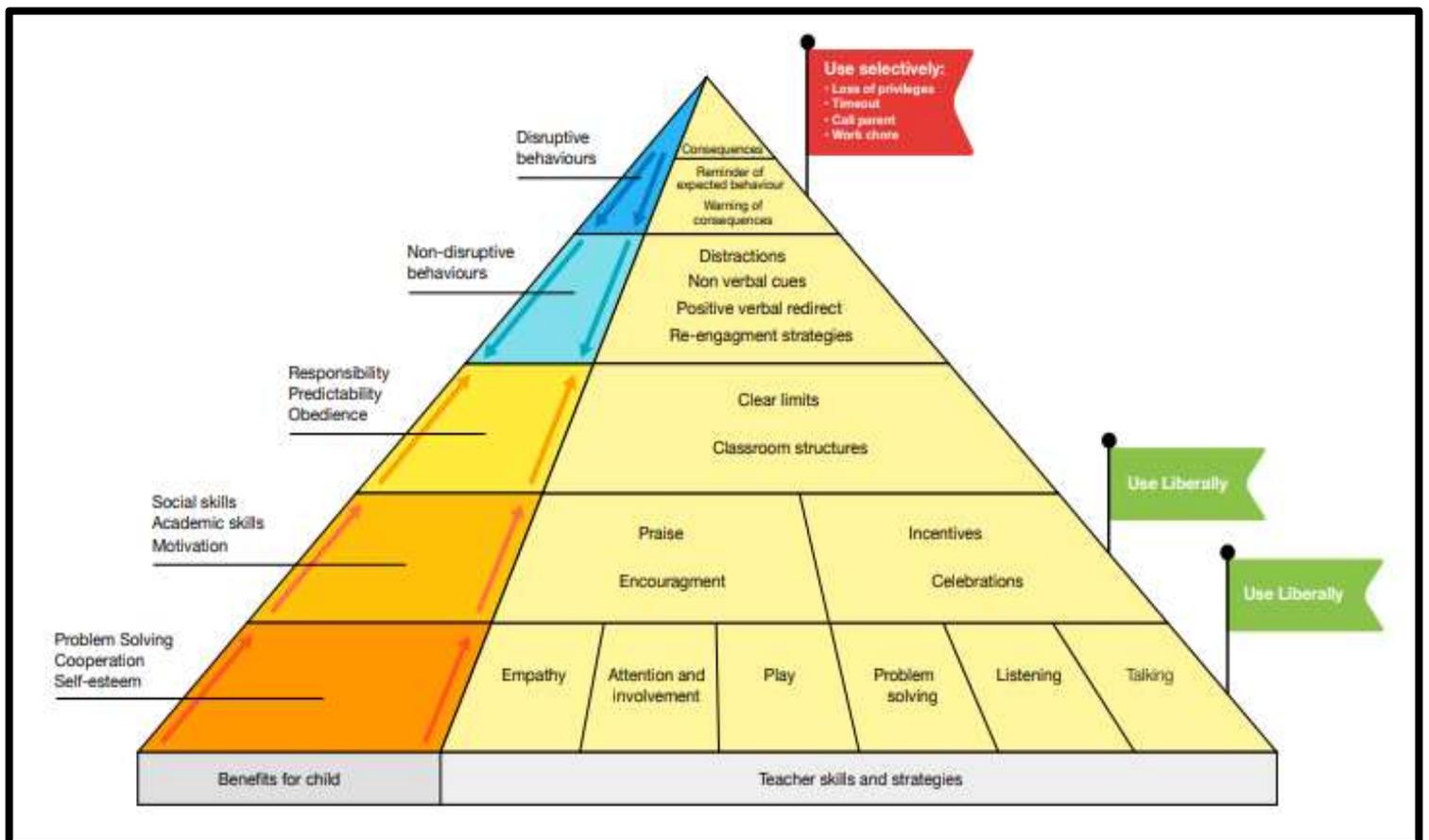
Grinling Gibbons Primary School Positive Behaviour Policy

Our Aims

This policy is written in accordance with our SEND, Equality, Anti-Bullying and complaints policies.

At Grinling Gibbons, we believe that all children have the right to learn in a safe, secure and encouraging environment where accelerated learning can take place. The aim of this policy is to outline a framework, rooted in our school and SMSC values, for children, staff and parents to work with to ensure that this happens.

Our policy follows the Incredible Years Teaching Pyramid (2001)



Legislation and Statutory Guidance

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools

- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

Roles and responsibilities

Governing Body- The governing body is responsible for reviewing and approving the behaviour policy.

The governing body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

Senior Leadership Team-The senior leadership team is responsible for reviewing this behaviour policy in conjunction with the governing body. The senior leadership team will also approve this policy.

The senior leadership team will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff- Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

Parents- Parents are expected to:

- Sign and support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Children's Code of Conduct -

At the beginning of the school year, each class will discuss and agree a class 'code of conduct'. Every child in the class will be expected to understand and sign this agreement.

This should:

- be agreed and understood by all class members

- be displayed prominently in the classroom and referred to on a regular basis
- be illustrated with pictures/and or photographs
- be phrased positively (e.g. 'always speak politely' rather than 'don't be rude')
- be reviewed at the beginning of each new term

Our Approach

Zones of Regulation- As a school, we recognise that we all display a wide range of behaviours in order to communicate with those around us. We encourage children to be open and honest about how they are feeling but strive to support them to develop effective and appropriate strategies to self-regulate.

The behaviours that we display are often linked to our emotions. In order to support children to recognise these, and to cope with them effectively, each class must follow the Zones of Regulation model. This is a cognitive behaviour approach designed to help pupils recognise when they are in different states called "zones," with each of four zones represented by a different colour. Pupils learn how to use strategies or tools to stay in the 'green' zone or move from one to another.

Each classroom has a working display that illustrates each zone and provides strategies for children to use when they are experiencing an extreme emotion.

Good Practice -

Deal with situations in a calm, firm manner avoiding confrontation where possible.

Give frequent praise for good behaviour as well as for good work.

Use positive language whenever possible and as often as possible.

Think carefully about what you are saying and set realistic sanctions.

Where possible, try to deal with situations yourself to enhance your own credibility and authority.

Don't leave children unsupervised as a punishment.

Be consistent whilst taking into account each child's individual needs.

No adult in school should ignore unacceptable behaviour and we should be giving as much praise as possible for any good behaviour we see.

Rewards and Sanctions

Class Dojo Reward System- Children receive individual points for positive behaviours displayed in and around school. All staff are expected to give children 'dojo points' when they notice them displaying these behaviours.

Positive behaviours that children receive points for are agreed at the start of the school year by the senior leadership team and class teachers. These link directly to our class code of conduct agreements.

In the same way, all members of staff can and should remove Dojo points when a child is not displaying our school values (see flowchart below for when this is appropriate).



Golden Globes- Each class has a jar ready to be filled with 'golden globes'. When an adult in the school (who is not a member of the class team) notices a class displaying exemplary learning behaviours (either in class or during transition points), they may choose to give them a 'golden globe'. Once a class has filled their jar, they are then treated to a reward. This reward will be decided upon by the class and their teacher and could take the form of an own clothes day, or a 'free time' afternoon.



Celebration Assemblies- Each Friday, three children per class are given awards for displaying an excellent focus on learning that week and for displaying one of our school values.

Clear routines and boundaries - All children are aware of our high expectations. Assemblies and class reflection times are used to reinforce our school values. All children and staff are expected to uphold these values at all times.

They are:

Aspirational

Brave

Compassionate

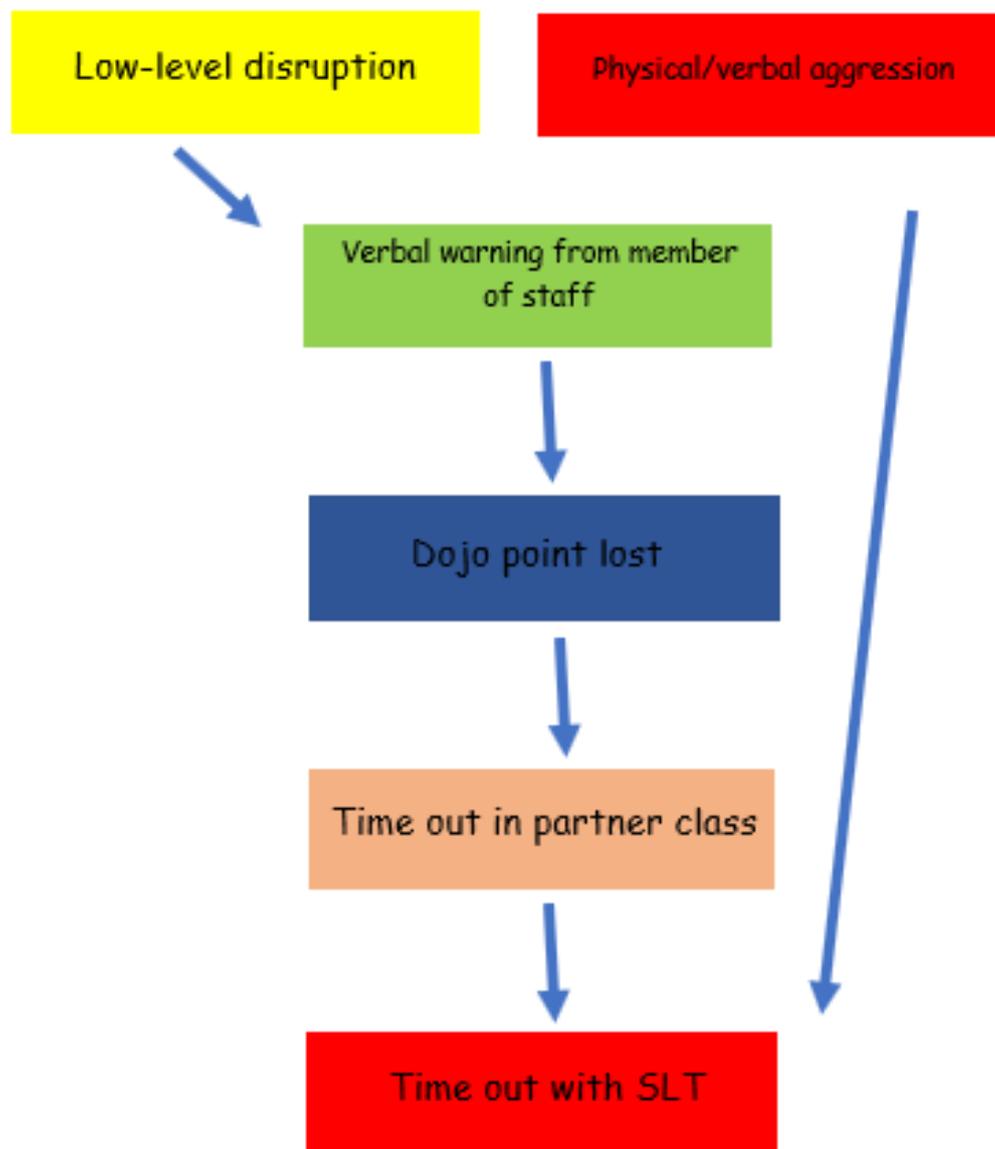
Determined

Enlightened

Low-level disruptive behaviour- When behaviour falls below our high expectations, children will need time to reflect on the choices they made. In the first instance, the child will receive a verbal warning from their teacher. If a child's response to this is inappropriate, they will lose dojo points.

Where persistent low-level behaviour is stopping a child/group of children from learning, the child will be asked to go to a partner class for some reflection time. The child's class teacher will inform their parent(s)/carer(s) that this has happened at the end of the school day.

High-level disruptive behaviour- When a child's behaviour is deemed to be unsafe (physical aggression; verbal aggression; persistent refusal to follow direction), the child will need to leave the classroom and spend time with a member of the senior leadership team.



Time outs/internal exclusion- At certain times it may necessary to give a child time out from the classroom. Being sent out is not always a punishment but may provide some 'cooling down time'. Children should be sent to an agreed partner class where they will reflect upon their behaviour. No adult should accept more than two children at a time. For more serious incidents children may need to be sent to or in extreme cases be removed by a senior leader. A child should always be escorted by an adult or responsible child. Parents are informed if their child is sent out for a longer period of time.

Individual behaviour plans (IBP) - These plans are designed to support and promote positive self-regulation of behaviours that may be an obstacle to children to maximise their learning potential. The plan is designed together with the child and

the class staffing team, so that there is mutual understanding about any 'individualised' sanctions or agreements that are put into place.

The Class Teacher will also then arrange a time to discuss the plan with parents, so that both home and school are working in partnership.

Risk assessment - We put a risk assessment in place when a child has put their own or other children's safety at risk. This outlines the risk factors, preventative strategies and a plan of action to deal with them if they were to occur during the school day.

Team Teach - We have members of staff who are trained in positive handling (Team Teach) and on the rare occasion a child puts themselves or others at risk of harm, then these strategies may be used. This option is always discussed with the parents after the event and referred to on the IBP and risk assessment as a strategy to be used if a child puts themselves or others at risk frequently.

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. We do not tolerate bullying of any kind at Grinling Gibbons.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention,

	comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

When the approach does not work

As a school, we understand that our whole school behaviour systems are unlikely to meet the needs of all of our children at all times. For pupils who present with more challenging behaviour, we will adapt our approach to meet individual needs.

When this is the case, a Team Around the Family meeting will be held and an individual behaviour plan will be created by the class teacher, the parent/guardian and a member of the senior leadership team.

The Head of School or member of the Inclusion Team, in accordance with parents, may also choose child to the Lewisham Outreach Team, a service which supports children in school who are displaying unexpected or challenging behaviours.

Playtimes and lunchtimes

Our high expectations of behaviour remain the same during playtimes and lunchtimes. It is the responsibility of all members of our school community (staff and children) to ensure that the playground is a safe and happy place.

- One member of MDMS team to lead activities for children who need 'cooling off time'
- All staff members to model our school values in the dinner hall and playground and to challenge behaviour that is not in line with these values.
- Where children have individual behaviour plans, it may be arranged that they spend select play and lunchtimes with a member of the senior leadership team
- To encourage good behaviour at lunchtimes, meal supervisors run a card system where children who are especially kind or helpful, are rewarded by a yellow card. These are handed into the admin team in the office, who keep a record of these. Once three are collected, a letter goes home informing parents how fantastic their child has been.
- Children who display unexpected behaviours, such as swearing or acting inappropriately, are given a red card. These are given to the Head of School,

via the admin office, and if three are collected, a letter goes home expressing our disappointment. Again, a record is kept of these.

Staff development and support

All staff are provided with training on managing behaviour as part of their induction process. Key members of staff will also be trained in the proper use of restraint. Effective behaviour management will also form part of continuing professional development.

Appendix A
PARENT CONTACT / MEETING SUMMARY

Student name:
Year group/Class:
Date:
Walk in meeting / Booked meeting / Phone call
Staff and Parent involved:

Key Issues/Topics:**Actions:**

Parent signature:	Print name:
School signature:	Print name:

APPENDIX B

Behaviour Home / School Agreement

Pupil: _____ Class: _____

We believe that pupils learn and achieve best when the home and school
work together in partnership.

As a parent / carer, I will:

- Make sure that my child arrives in school on time – doors are open from 08:10am and children are expected to be in class by 8:45 am. (Times amended due to COVID)
- Make sure that my child attends school every day where possible, and where necessary, inform the school promptly of any illness or appointments by phoning the office before 08:40am
- Accept that my child's regular school attendance is my responsibility and that failing to ensure this may lead to legal action being taken against me.
- Encourage my child to follow the school's behaviour policy and support any actions taken by the school
- Support the school's home-learning policy
- Make sure I read all letters from school, including newsletters, to help support my child's experience at school
- Follow the school procedure if I have any concerns about my child by speaking to the class teacher, Assistant Headteacher, Deputy Headteacher, Head of School or Executive Headteacher

Signed: _____ Date: _____

As a pupil, I will:

- Be well-mannered and show courtesy, consideration and respect to all members of the Grinling Gibbons community
- Always try my very best in all my learning
- Come to school on time every day
- Take pride in my learning, my belongings and my environment
- Take responsibility for my actions
- Bring or wear my PE kit when needed (COVID update)
- Complete all home-learning and return it to school on time
- Talk with my parents / carers and teachers about any worries I may have in school

Signed: _____ Date: _____

As a school, we will:

- Support your children to achieve their very best
- Provide a balanced, engaging and appropriate curriculum to inspire all children to want to learn
- Look after the well-being of your children when they are at school
- Keep parents informed of your children's progress by meetings, reports and letters
- Involve parents in the life of the school
- Make sure that the building is welcoming, clean and safe
- Give additional help to your child if needed
- Set and mark home learning regularly

Signed: _____ Date: _____