



Behaviour policy and statement of behaviour principles

This policy should be read in conjunction with the school's Safeguarding Policy and Exclusions Policy

Adopted by Governors	15th September 2021
Shared with Staff	September 2021
Review date	September 2022

Introduction

At Grappenhall Heys, we aim to create a safe and happy environment where exemplary behaviour enables all to feel secure and respected within an atmosphere of learning without limits. Everyone in our school is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

We recognise that each individual child is at a different stage of social learning. Only through a consistent approach to supporting their behaviour will we be able to achieve an environment in which children can learn and develop as caring and responsible people.

Legislation and statutory requirements

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](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

Our Core Beliefs

At Grappenhall Heys, our practice is underpinned by evidenced informed strategies.

We believe:

- Healthy relationships are key to reinforcing positive behaviour;
- Our school values underpin our behaviour management strategies;
- Behaviour can change and every child can be successful;
- Positive, targeted praise is more likely to change behaviour than blaming and punishing;
- Reinforcing good behaviour helps children feel good about themselves and feel valued;
- An effective reward system and celebrating success helps to further increase children's self-esteem enabling them to achieve even more;
- Understanding each child's needs and their individual circumstances helps us to act in the fairest way possible for that child, at that moment;
- Self-regulation opportunities should be taught and acknowledged
- When the adults change, everything changes.

Aims

Behaviour at Grappenhall Heys is excellent and incidents of poor behaviour are rare. This policy aims to:

- Ensure that everyone at school has **the right to be and feel safe**;
- Provide a **consistent approach** to behaviour management;
- **Define** what we consider to be unacceptable behaviour, including bullying;
- Outline **how pupils are expected to behave**;
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management;
- Outline our system of **rewards and sanctions**.
- Ensure all staff, parents and pupils are **aware** of the **high expectation of good behaviour** of all.

Key Principles

As a school community, through the taught curriculum as well as during all other opportunities e.g. lunchtimes and extended provision such as Breakfast and After School clubs, we aim to:

- teach specific social skills e.g. sharing, turn taking, listening to each other, how to address people politely, etc.;
- teach strategies for children to solve conflicts peacefully;
- teach specific co-operative and collaborative skills to enable children to work effectively as a member of a group;
- teach mindfulness as a strategy for self-regulation;
- agree boundaries of acceptable behaviour with all pupils and regularly remind children of these;
- enable children to recognise, understand and respond to a range of feelings;
- develop vocabulary to enable children to express feelings verbally rather than physically;
- promote equal opportunities and instil a positive attitude towards differences;
- promote an ethos of peer support;
- ensure the atmosphere in the classroom environment is conducive to learning;
- ensure children are aware of the consequences of their words and actions towards themselves and others;
- staff will consistently challenge any incidents of low-level behaviour to ensure there is no impact on learning time.

Pupils will be encouraged to develop:

- Respect for the rights of others to be individual – respecting their feelings, opinions, cultures, differences, families, religions, gender, sexuality and abilities;
- Respect for themselves – developing a pride in their own achievements, high standards of behaviour and personal conduct and a desire to learn and produce their best work at all times;
- Respect for their environment – valuing their home, their school, their local community and the wider world;
- Respect for the future – gaining a belief that we can all make a difference by contributing to our school, local, national and global community.

Pupils are encouraged to take responsibility for their own actions through a promotion of self-regulation.

Unacceptable behaviours may include:

- Violence (i.e. physical contact made with the intention to harm)
- Defiance / rudeness towards any adult
- Persistent taunting, teasing and bullying behaviour
- Stealing / spitting / swearing

Bullying

Bullying is defined as the persistent and repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. This can be face to face or online. 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, 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
Cyberbullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

We understand that allegations of bullying can be distressing for all parties. Please see flowchart outlining steps to be taken in the event of alleged bullying (**Appendix 2**).

Roles and responsibilities

The Governing Body

The Governing Body is responsible for reviewing and approving the written statement of behaviour principles (**Appendix 1**). 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.

The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body giving due consideration to the school's statement of behaviour principles (**Appendix 1**). The Headteacher will also approve this policy.

The Headteacher 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 towards adults and children;
- Providing a personalised approach to the specific behavioural needs of particular pupils by using a range of strategies, taking into account age and stage of development;
- Promoting self-esteem and confidence as learners;
- Helping children make good choices and understand consequences of their behaviour;
- Recording behaviour incidents using CPOMS;
- Providing high quality teaching and set high expectations for all.

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

Principles of Interactions

At Grappenhall Heys, adults apply the following principles in all interactions with pupils:

- ✓ **IDENTIFY** the behaviour we expect
- ✓ Explicitly **TEACH** behaviour
- ✓ **MODEL** the behaviour we are expecting
- ✓ **PRACTISE** behaviour
- ✓ **NOTICE** excellent behaviour
- ✓ **CREATE** conditions for excellent behaviour

Language around Behaviour

We understand that a common and consistent use of language around behaviour is essential in creating clear boundaries for learning how to behave. Adults should remain professional and calm at all times.

Parents

We promote working in partnership with parents and external agencies to promote good behaviour. The school strives to involve parents at all levels, as encapsulated in the home school agreement. Parents are informed formally and informally of their child's achievements and their good behaviour is recognised. Equally, the school seeks to involve parents at the earliest stage if achievements or behaviour fall below expectations.

Parents are expected to:

- 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;
- Support the school in managing behaviour effectively for a positive outcome.

We will always aim to contact parents quickly when there are concerns about deteriorating levels of acceptable behaviour. However, staff will not routinely contact or inform parents of minor digressions.

School values

We have high expectations of all pupils at all times, this includes when representing the school such as on a school visit or before and after school when out in the community.

We empower our pupils to become confident, independent, resilient lifelong learners, who show personal qualities of friendship, kindness and respect. All staff encourage them to embrace and celebrate individuality, make a positive difference to their own lives and to the lives of others.

Our school is at the hub of the local community; we truly value the links we have and the role we play within Grappenhall Heys. Our school values capture how '**WE CARE**' and details how all our stakeholders believe that our school is a special place to be.

- ❖ **W**orking together
- ❖ **E**xcellence
- ❖ **C**are
- ❖ **A**spirational
- ❖ **R**ole Models
- ❖ **E**mbracing change

Please see 'My Rights Charter' (**Appendix 3**).

Rewards

Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

At Grappenhall Heys we foster a culture in which achievements are recognised and celebrated. We believe that children should be praised for good behaviour and, to this end, children can earn House Points, stickers or Smile Tickets to reward them for their efforts. Children also receive weekly Special Mention certificates for a variety of reasons (including good behaviour) and Maths Awards on Fridays during our assemblies. These acknowledge the efforts and improvements of individuals. Children are also encouraged to bring in awards received outside of school to be presented in front of the whole school.

A popular reward is to take home the class pet – a soft toy particular to each class. From Nursery to Year 6 a child is chosen each week to take home the pet and accompanying diary in which they can write about events that week. The pets are awarded during a Friday assembly and during the year every child in school will be rewarded and get to spend some time with their class pet at home, promoting their good behaviour. Parents are invited to the last assembly of each half term and the wider school community is very welcome.

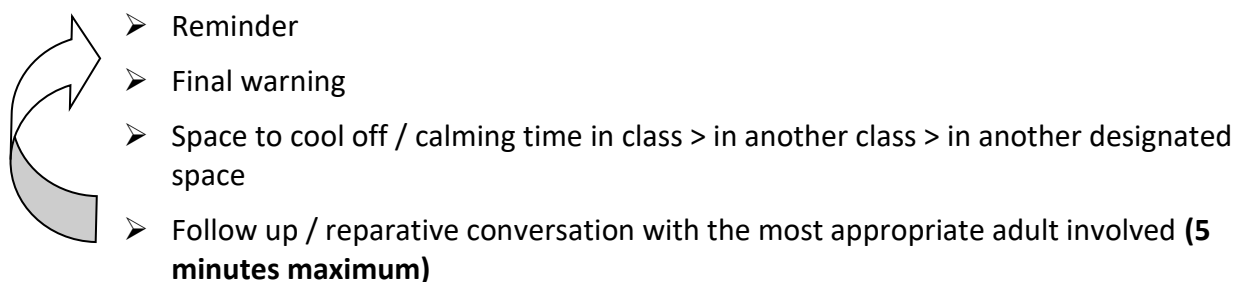
Children's names will be moved onto recognition boards when they have exhibited the target behaviour for that day or week. The aim should always be for the whole class to get on the board in order to create the feeling of a team effort with the target chosen to reflect a behaviour which the class need to practise. A child's name will not be removed from the board once it is on.

At the end of each half term, we recognise two children from every class for their progress in the curriculum. Postcards are sent home to inform parents of their child's success.

Sanctions

Children who fail to respond to the school rules and environment will be dealt with in a variety of ways dependent upon the age of the child and the seriousness of the issue e.g. verbal warning and discussion with the child, loss of privileges, time out and parent communication. Any reprimand will always be conducted in private at an appropriate time.

Our behaviour pathway:



Following incidents of poor behaviour, it is imperative that the adult who initially dealt with the behaviour should conduct a restorative conversation with the pupil. This will help to ensure that the **relationship** between adult and pupil remains positive but also teaches the child to evaluate and reflect on their behaviour. Class teachers need to be made aware of any incidents of poor behaviour if dealt with by another adult.

If the behaviour does not improve:

- Pupil is taken to a member of the Leadership Team (SLT), Deputy Headteacher or the Headteacher (usually in that order)
- Parents contacted
- Parents called to school
- Internal Exclusion
- Short Fixed Term Exclusion (1-2 days)
- Longer Fixed Term Exclusion (3-5 days)
- Permanent Exclusion

Children who persistently show unacceptable behaviour will be placed on a behaviour plan which has been negotiated with the individual/parents (if appropriate).

However, we also understand that for some children, following our behaviour expectations are beyond their current developmental level. In this case, these children will have access to bespoke positive behaviour plans, which may include carefully targeted sanctions and rewards to reinforce positive behaviour.

Parents will be informed promptly of any issues so that we can work together to resolve them. Ultimately the school has the sanction of exclusion as a last resort when all other avenues have been exhausted (the school has not excluded any pupils to date).

Behaviour management

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. Teachers and support staff are acting as role models at all times in line with our school values.

They will:

- **Create and maintain a stimulating learning environment** that encourages pupils to be engaged;
- Display the pupil code of conduct; and
- **Develop a positive relationship with pupils**, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

In exceptional circumstances, staff may use reasonable force to restrain a pupil to prevent them causing disorder, hurting themselves or others or damaging property.

Incidents of physical restraint must:

- **Always be used as a last resort;**
- Be applied using the minimum amount of force and for the minimum amount of time possible;
- Be used in a way that maintains the safety and dignity of all concerned;
- Never be used as a form of punishment;
- Be recorded and reported to the Headteacher who will then liaise with parents.

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s) to establish a positive relationship. In addition, staff members hold transition meetings to ensure effective communication about behaviour is monitored and the right support is in place to support successful transition. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Training

Our staff are provided with appropriate training on managing behaviour, including proper use of restraint when appropriate, as part of their induction process.

Monitoring arrangements

This behaviour policy will be reviewed every three years or sooner as policy and practice changes.

The written statement of behaviour principles (**Appendix 1**) will be reviewed and approved by the Governing Body annually.

Records will be kept by the Leadership Team in order to monitor and evaluate any changes brought about by the policy. This is reported to Governors termly via the Headteacher's report.

Appendix 1: Written statement of behaviour principles

Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others

All pupils, staff and visitors are free from any form of discrimination

Staff and volunteers set an excellent example to pupils at all times

Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy

The behaviour policy is understood by pupils and staff

The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions

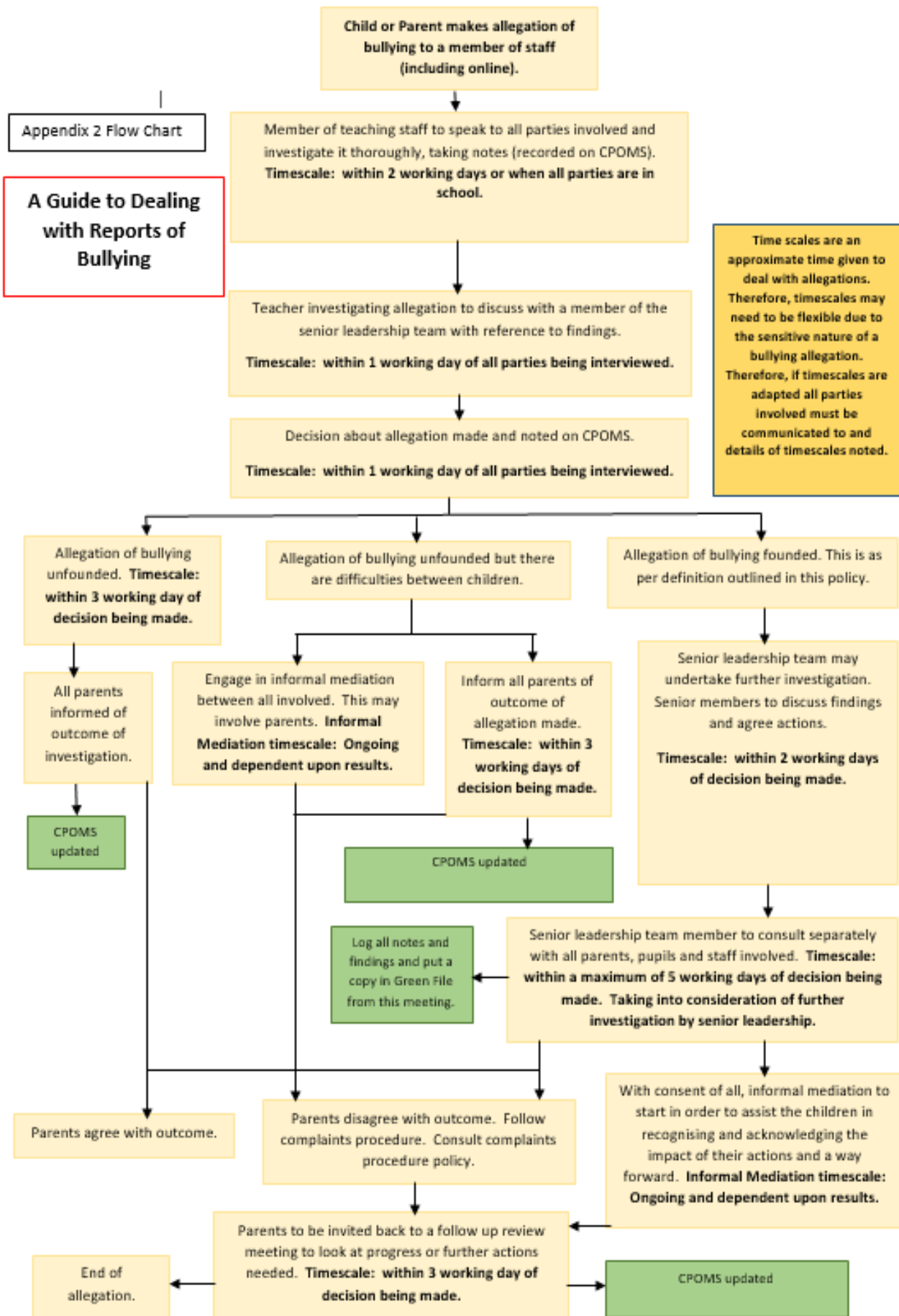
Pupils are helped to take responsibility for their actions

Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Governing Body annually.

Appendix 2: Flowchart for dealing with allegations of bullying





My Rights Charter

I have the right to feel safe, learn and be happy

I have the right not to be bullied. I have the right to tell someone and be listened to.

I have the right to learn. If someone is stopping me from learning I have the right to tell someone. It is sensible and responsible.

I have the right to be different. I am allowed to have my own beliefs and ideas. If someone criticises me for my beliefs, my appearance, my abilities or my ideas, I have the right to tell someone. I have the right to celebrate what makes me special.

I have the right to expect people to respect me and my family. If someone says things I do not like about me or my family, I have the right to tell someone and be listened to.

I have the right to look after myself. If anyone speaks to me or touches me in a way that makes me feel uncomfortable I have the right to speak to an adult in school who will help me.

I am a valuable person. I am as important as anyone else.

I have my rights.

Everyone at Grappenhall Heys will support you in your rights.