

Grangetown Primary School - Pupil Behaviour Policy



1. Introduction

This policy is a statement of the aims, principles and strategies for managing pupil behaviour in our school. It embodies the school vision as we work together as a team to ensure that we are making a difference to the lives of all children in encouraging them to be confident and reflective life-long learners.

This policy recognises that everyone within our school community has the right to learn, play and work in a safe and nurturing environment, where all are respected and where all can thrive. The school believes in the development of self-discipline, self-esteem and respect for others and their property.

2. Aims

- To create an environment that encourages and reinforces good behavior.
- To enable children to develop a sense of self-worth and to understand the importance of respect for others.
- To have a consistent reward system that celebrates good behaviour throughout school.
- To develop a consistent whole school approach to dealing with inappropriate behaviours.

3. Rights and Responsibilities

Rights

The school recognises that:

- Every pupil has a right to learn.
- Every teacher & TA/Nursery Nurse has a right to teach.
- Everyone has a right to be safe both physically and psychologically.
- Everyone has a right to dignity and respect.

Responsibilities

As a community we all accept that we all have responsibilities - children, teachers, parents & carers.

Children's Responsibilities

- To work to the best of their ability and allow others to do the same
- To treat others and their work with respect
- To follow the directions of all adults that work in the school
- To make appropriate choices
- To take care of property and the environment in and outside of school
- To be on time and not waste time in school.

Staff Responsibilities

- To treat all children fairly
- To provide challenging, relevant and stimulating work

- To use rewards and consequences clearly and consistently
- To challenge unacceptable behaviour wherever and whenever it happens, including outside of school (in the sense that, if we hear about outside of school behavior that is unacceptable, and which harms/hurts another child, we will take action)
- To respond appropriately to a child's behaviour and not to the child personally.

Parents and Carers Responsibilities

- To support the school in all matters relating to a child's behaviour, by reinforcing expectations and setting high standards
- To ensure their child/children come to school regularly and on time
- To come to meetings, open days, and – if possible – class workshops
- To take an interest in their child/children's learning and give support in any way they can.

4. Golden Rules

At GPS we have 5 Golden Rules, understood by all:

- We are polite to everyone in school
- We always have kind hands, feet and words.
- We take turns and share.
- We listen carefully to others.
- We always look after everything in our school.

Class teachers discuss these rules with the children at the start of every half term, and as needed throughout each term. They will be displayed in classes and around school –they will also form the theme of regular whole school assemblies.

5. Rewards and Consequences

All teachers are encouraged to celebrate positive behaviours in class through rewards systems of their choice, taking into account the age and characteristics of the children in their class. Positive behaviours and attitudes to school life are celebrated in our weekly Achievers Assembly.

When children make Good Choices they receive Supportive Feedback:

- Verbal recognition (specific to the child/behaviour)
- Non-Verbal recognition e.g. a smile, thumbs up etc.
- Rewards specific to the class e.g. Dojo Points, raffle tickets etc.
- Positive note to parents / speak to parents
- Certificate linked to a particular subject or aspect of behaviour
- Achievers Certificate
- Sent to Year group partner / Key Stage Leader / DHT / HT for praise.

Pupils need to learn that inappropriate behaviour carries with it very real consequences. Consequences should be appropriate to the age, stage and ability of the child and used following reminders and opportunities for the child to amend their behaviour.

These consequences:

- must be something that children do not like but that is never physically or psychologically harmful
- are a **CHOICE**
- do not have to be severe to be effective.

Before issuing sanctions, and if the behaviour is off-task but non-disruptive, teachers use various pupil management techniques, for example:

- Visual cues e.g. eye contact, gesture such as a shake of the head
- A quiet word, directed at the named child
- Ignoring the behaviour if appropriate
- Proximity and contact e.g. sitting next to a child, removing an object of distraction etc.
- Supportive feedback to a pupil nearby.

Making Poor Choices with behaviour will result in:

- Reminder
- 5 minutes working away from the group (in own class)
- Short period away from the classroom e.g. in a parallel class (with appropriate task)
- Removal of privileges e.g. playtime
- Parents will be contacted by letter or telephone
- Headteacher or Deputy Headteacher involved.

Severe clause

The 'severe clause' covers two possible scenarios:

- 'Serious flashpoint' incidents of misbehaviour such as fighting, vandalism / destroying property, defying a teacher / refusing, physical/verbal abuse of child/teacher. In these cases, the teacher uses her/his professional judgement to decide whether the Head, Deputy or a Senior Colleague should be asked to intervene immediately.
- Persistent disruptive behaviour that has a negative effect on teaching and learning. In these cases the Head, Deputy or other senior teacher will become involved at an earlier stage and the consequence could involve a longer internal exclusion from their class or from school. In addition to this, consequences may include a letter home to parents to arrange a meeting where targets for improvement will be set over 1 to 3 weeks.

6. The Use of Reasonable Force

This policy should be read in conjunction with the following guidance: 'DfE Use of Reasonable Force. A Summary for Headteachers, staff and Governing Bodies'. Reasonable Force is used after all attempts have been made to de-escalate a situation.

In Grangetown Primary School, reasonable force can be used to:

- Prevent a pupil leaving the classroom where allowing the pupil to do so would risk their safety
- Remove a pupil from a classroom where allowing the child to remain would risk their own and others safety
- Prevent a pupil attacking another pupil or member of staff
- Restrain a pupil at risk of harming themselves.

Our teachers have had training on when and how to use 'reasonable force'.

7. Support for pupils with SEND

Where a pupil is demonstrating difficulties with regards to their Social, Emotional and Mental Health and behaviours demonstrated require frequent sanctions, a meeting will be arranged with parents/carers and, if appropriate, the SENDCo. Short term outcomes will be agreed with the pupil and parents and these will be recorded on an Individual Support Plan. Support will be

planned for the pupil and parents/carers, with frequent communication between home and school. Referrals for additional support will be discussed and made to one of a number of services e.g. Early Help, Educational Mental Health Practitioner (Healthy Heads Team).

If concerns remain, the pupil may be added to the SEND Register for Identified SEMH difficulties, in agreement with parents and carers. Further support may be requested by additional services such as CAMHS, CYPS, Educational Psychologist, Paediatrician etc.

Pupils with diagnosed disabilities may display behaviours which cause disruption or difficulty in class or in other areas of school. For example, a child with a diagnosis of Autism may display certain behaviours as a result of anxiety or a change in routine etc. Specific support will be offered for individual children in order to ensure they understand what is expected of them and to ensure that allowances, if appropriate are made. Adult responses will take into account specific needs of individual children when supporting behaviours in school. At Grangetown Primary School, reasonable adjustments are made to ensure that children of all ability and need are included in every aspect of school life. These could include:

- the use of physical or visual resources such as timetables, picture cues, ear defenders or fidgets
- adaptations made to the school day e.g. assemblies or play/lunchtimes
- adaptations to the lessons e.g. the use of “now/next” boards
- the use of sensory breaks.

8. Fixed-Term and Permanent Exclusion of Pupils

Decisions relating to fixed term and/or permanent exclusion are taken by the Headteacher, in discussion with colleagues, following a very thorough investigation of the circumstances surrounding the incident in question, with full regard for and in line with the DfE Guidance on Pupil Exclusions:

- The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year.
- The Headteacher may also exclude a pupil permanently.
- Parents and carers are informed immediately of the Headteacher’s decision to exclude.
- Parents and carers have the right to appeal against the decision to the Governing Body, the discipline committee of which considers any such appeals.

9. Home/School Behaviour Record Books

We recognise that, for some children, additional support may be required. For example:

- Home/School Behaviour Record Books. These will be used for some children following discussions with parents/carers in order to inform parents about how well their children are behaving in school on a daily basis and will also give parents/carers an opportunity to let school know how the children are behaving at home. We believe that is important for the children who are persistently displaying inappropriate behaviour that they understand that both home and school will work in partnership to support good behaviour by having regular meetings and recognising that this is not just a school issue.
- Lesson Monitoring sheets. These can be used to enable the teacher to record whether a pupil behaved in an acceptable way on a lesson by lesson basis. A smiley, neutral or sad face can be used. A reward system can be put in place for a successful day and/or a successful week of behaviour.

10. Playtimes/ Lunchtimes

- The Lunchtime Supervisory Assistants are responsible for pupil behaviour in the first instance. Unacceptable behaviour should be reported firstly to the class teacher at the end of play / lunchtime. Serious incidents should be reported immediately, either by a member

of the lunchtime team coming into school to get a staff member, or by using the walkie-talkies that lunchtime staff have.

- A record of behaviours will be made in order to establish any patterns of poor or persistent behaviour and will be discussed with parents/carers. Senior members of staff will support as and when necessary.
- We recognise that a successful lunchtime period is one in which staff are engaged and children are encouraged to play games/co-operate with one another. We operate several lunchtime clubs, to provide engaging activities for pupils during lunchtimes: Choir, German, Football, Computing Club, and Lunchtime Sporty Playground Games x 2. A Lunchtime Nurture Club is available for children who may be experiencing some difficulty in managing relationships over lunchtime. Children may also be referred to our Education Mental Health Practitioner who leads a weekly Fun Friends Group.

11. Physical Education

Children are expected to behave appropriately in all P.E. lessons, whether in school or off-site. Rewards and Consequences will be given consistently within P.E. lessons. If, whilst walking off-site for swimming lessons or sports activities, behaviour is unacceptable, parents or carers will be informed and the child might miss the following week's lesson (the final decision is taken by a senior member of staff, in consultation with the class teacher). This is to ensure the health and safety of all pupils and adults.

12. Monitoring of Behaviour

The Senior Leadership Team will monitor behaviour on a daily and weekly basis.

- Incidents are recorded on CPOMS (by teachers, TAs or senior staff), which is monitored by Deputy Head.
- The Lunchtime supervisors monitor lunchtime behaviour and report back to class teachers and the Deputy Headteacher.
- A standard letter may be sent home advising parents that their children's behaviour is causing concern, copies of which are kept as records.
- If any meeting with parents/carers are held, concerning pupil behaviours, notes are made afterwards and are recorded on CPOMS.

13. Support from other agencies

- We involve other agencies and other professionals, as appropriate, in cases where children would benefit from such input and/or support, including Early Help, the LA Behaviour Team, CAMHS, CYPS, Educational Psychologist, etc.
- We have an allocated Education Mental Health Practitioner with the Healthy Heads Team, who leads whole class workshops, Friends groups as well as offering 1:1 support for individual children

Reviewed and updated in February 2025 in consultation with SLT and with all Staff.

Review led by: L McAnaney (Headteacher) and V Hanlon (Deputy Headteacher & SENDCO)

Next Review scheduled for: February 2026