



## **Gresham Village School and Nursery**

### **POSITIVE BEHAVIOUR POLICY**

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*Preparation for life's journey*

At Gresham Village School we aim to provide a safe and secure environment in which all our children are able to develop academically, emotionally and socially as individuals and as members of society.

#### **Associated policies**

Anti-bullying Policy

Safeguarding Policy

Restraint Guidance

Our school aims:

- To maintain an orderly community with a happy and secure atmosphere, where discipline is firm but fair and where all members of the school community work together.
- To develop a growing sense of self discipline and acceptance of responsibility from pupils.

This policy aims to:

- Establish a shared understanding of expectations of behaviour within our school community.
- Ensure that all members of our school community feel supported and know their responsibilities.
- Ensure consistency of approach to behaviour management.

#### **Expectations**

We expect everyone in our school to:

- Take responsibility for their own actions.
- Show care, courtesy and consideration for others.
- Work with willingness, self-discipline and enthusiasm.
- Work and play cooperatively with others.
- Show equal regard for all members of our community.
- Show respect to all adults in our school.
- Be honest and truthful.
- Respect the school environment and all property.

## **Promoting positive behaviour**

Through a positive approach towards behaviour management we are seeking to promote high standards of learning behaviour, conduct and emotional behaviour. In everything we do, we try to convey our vision of how we want the school to be.

### **How do we do this?**

#### **Developing positive relationships with the children**

Just as in a family, the school community is built on positive relationships between everyone. Staff need to know their pupils and develop strong relationships with them, so that all interaction is based on trust and respect.

In developing strong relationships, staff recognise that everyone is an individual with their own ideas and feelings and only expect what is reasonable and possible. We understand that pupils' experiences and their needs may differ.

#### **High quality teaching and an engaging curriculum**

We aim to provide appropriate learning opportunities for all children. Children behave better when they are given engaging and appropriate tasks and activities, taking account of their learning styles and ability.

A rich and broad curriculum is constantly reviewed and adapted to ensure it is challenging and engaging.

In addition, a broad range of extra-curricular activities gives children further learning opportunities.

Children's involvement in self-assessment encourages them to be engaged with learning. Teachers and Teaching Assistants support this with written and oral feedback.

#### **Welcoming, stimulating and well-maintained accommodation.**

Our school environment is clean, tidy and well organised to suit children's needs. For example, in the classroom, display and well organised resources develop children's independence, personal organisation and self esteem, as well as supporting high standards. On the playground, plenty of good quality equipment and organised games develop children's social skills, happiness and respect of property.

#### **Teaching positive values.**

In every aspect of school life, staff promote responsible attitudes. In their interactions with children, we teach good manners, social skills and tolerance. This includes teaching values as part of the curriculum, for example through assemblies, PSHE and RE.

We give opportunities for the children to take part in community activities, discuss local and national issues and support charities of their choice.

In various areas of the curriculum we explicitly teach social skills, for example teamwork in PE, or roles in group work in science. There may be Learning Objectives related to this as well as to subject content.

### **Emphasising good behaviour**

In most interactions between staff and children, we aim for positive emphasis on good behaviour and rewards rather than poor behaviour and punishment. Specific praise from adults is highly motivating.

The school's values can be used to pinpoint good behaviour. The children remember the school values as:

Be kind and respectful  
Be positive and persevere  
Believe in yourself  
Take part  
Challenge yourself  
And aim high!

The school's values are rewarded and exemplified through Rainbow Awards, which are presented in Celebration Assembly. Care is taken to ensure that awards are distributed fairly.

Children's achievements both academic and social, in and out of school are celebrated formally in Celebration Assembly.

In addition, classes can earn rewards from their teacher through co-ordinated effort, perhaps towards a class learning target.

### **Adults as role models**

All adults in our school have an important responsibility to model the implementation of these expectations for standards of behaviour both in their dealings with the children and each other, as their example has an important influence on the children.

### **Good transition arrangements.**

Transition arrangements between classes, key stages and year groups are planned to ensure that children settle quickly and confidently at the beginning of the school year. Familiarity with routines and expectations enables children to behave well.

### **Partnership with parents.**

We strive to work in partnership with parents in promoting positive behaviour and attitudes towards learning and school. This includes constructive parent-teacher consultations and termly reports, information about progress and attainment, parents' forum and invitations to school events.

### **Children having a voice.**

We enable all children in the school to feel they have a voice that is heard and which is taken into account when decisions are made. This is achieved through School Council, the Eco-committee and pupil surveys. Children discuss and agree expectations of behaviour when constructing class charters.

### **Feeling part of the school community.**

As part of our policy on inclusion, we aim to make all children feel special and valued as part of our community. Children of all ages are given responsibilities within school. Children are encouraged to look after each other.

### **Consistent routines**

Through whole school procedures and routines, we seek to create a calm and orderly atmosphere that ensures children feel safe and secure and know what is expected of them. These procedures are reviewed frequently.

### **Good assessment of pupils' learning, conduct and emotional behaviour**

Every child's needs are reviewed termly as part of a pupil progress review. Every teacher has a class profile, which identifies the specific needs of individual children and states strategies for helping them. This is reviewed and modified termly.

### **Dealing with unsatisfactory behaviour**

Unsatisfactory behaviour can be categorised as **learning**, **conduct** and **emotional** behaviour and will vary in its unacceptability. We believe in intervening at the earliest possible stage and aim to use methods that will improve children's behaviour.

The principles which guide the way we deal with unsatisfactory behaviour are:

- We believe that all children can improve and improvements should be recognised.
- Behaviour is dealt with in the context of positive relationships.
- It is important to understand the causes and nature of different types of behaviour. Expert advice is often helpful.
- All adults in the school work as a team in dealing with unsatisfactory behaviour. Communication between them and clear lines of responsibility are essential.
- It is not the severity, but the inevitability that makes sanctions work. Staff must be consistent and persistent in applying the behaviour policy.
- Strategies for managing unsatisfactory behaviour are regularly reviewed and developed through staff training.

We have a simple three step strategy for most children to deal with unacceptable conduct, which all staff follow:

### **Early years and key stage 1**

1. Initial warning such as a stern look, gentle word, clear non-verbal signals, clarification of instructions, redirection of task or proximal praise.

2. A clear verbal warning eg “I’ve made it clear to you that I want you to stop talking. Stop talking now”. Say that if the behaviour continues, they will receive a sanction.
3. A sanction, such as time out in the classroom, moving away from others. This might be followed up later with a discussion about the behaviour and reasons for the sanction.
4. If the negative behaviour continues again during a session, the above will be repeated, the behaviour logged and discussed later. It may be appropriate for the headteacher to become involved. If this happens, parents will be informed.

## **Key Stage 2**

1. Initial warning such as a stern look, gentle word, clear non-verbal signals, clarification of instructions, redirection of task or proximal praise.
2. A clear verbal warning eg “I’ve made it clear to you that I want you to stop talking. Stop talking now”. Concentrating on the work they have or have not done, rather than drawing attention to the ‘off task’ behaviour can be a good strategy.
3. Sanction such as time out, moving away from peers, standing at the door. It is important to remain firm, but quite emotionless.
4. If unsatisfactory behaviour continues within a session or if there are repeated incidents across a series of sessions, we move to **persistent or severely unsatisfactory behaviour**. See below. In both instances, a behaviour record sheet must be completed by the member of staff dealing with the incident and sent to the headteacher.

In cases of severely unsatisfactory behaviour, the headteacher may be summoned immediately.

Staff must never leave a class unattended.

## **Dealing with unsatisfactory behaviour at lunch and break time**

Unsatisfactory behaviour at break and lunch time is dealt with in exactly the same way as unsatisfactory behaviour in the classroom.

At break, the teacher on duty records any incidents that need to be followed up on a breaktime behaviour sheet, which is given to the headteacher to follow up as required and filed in the Behaviour Log for future reference.

At lunch, the senior MSA records incidents on the daily behaviour form and reports to the headteacher at the end of lunchtime. Behaviour forms are kept in the Behaviour Log.

## **Sanctions**

It is important for the sanction to be fair and consistent. There should be a clear distinction between minor and major offences. It is important that the sanction is fair and not out of proportion to the offence.

The class teacher may use a system of targets, rewards and sanctions, such as stickers and certificates, removal of privileges, isolation etc. Group punishments should be avoided as they breed resentment. The needs of individuals will differ and this should be taken into account. Criticism of a child's behaviour is a private matter between child and teacher, so should always be done away from other children. It is important to remain calm and detached.

Sanctions might include the removal of privileges such as keeping a child back at break or lunch for a specific amount of time. Egg timers are useful for this. If the child lost time in class or did not produce the quantity or quality of work, because of their behaviour, then it would be quite appropriate for them to catch up 'in their own time'. The teacher needs to ensure this is supervised. Other sanctions might include removing the child from the area or peers that stimulated the unsatisfactory behaviour. For example, children who cause a problem with the play equipment at break or lunch should not play with the play equipment for a set period of time. They may have to play in a different area, help with the tidying up or not play outside at all. Whatever sanction is given, it must be followed up. If it will involve others to enforce it, then they need to know. Consistency is vital.

#### **4. Persistent or severely unsatisfactory behaviour**

If unsatisfactory behaviour is either persistent or severe, the headteacher is involved.

Persistently unsatisfactory behaviour is indicated if a child continues with unsatisfactory behaviour after receiving a warning in the same session or if a child is regularly picking up a warning. If a child continues with unsatisfactory behaviour in a session, the child will receive a red card and be sent straight to the headteacher or the headteacher called to remove the child. If the headteacher is not available, then the child must be sent to the teacher in charge. The child will not return to class during that session and will continue with their studies in isolation. It is likely that the headteacher will issue a formal detention and may contact parents.

Severely unsatisfactory behaviour which will need the immediate intervention of the headteacher includes violent conduct or verbal abuse. Other severely unsatisfactory behaviour includes bullying, stealing and lying, but might be brought to the headteacher's attention out of class time.

It is essential that records of persistent or severely unsatisfactory behaviour are kept by the class teacher. They need to be signed and dated, and be accurate, specific and objective and regularly maintained. Copies of all records of persistent or severely unsatisfactory behaviour must be sent to the headteacher and filed. There is a format in the blue folder in the headteacher's office.

#### **Detention**

Formal detentions may only be issued by the headteacher. They are recorded in the behaviour log in the headteacher's office. The headteacher will not give a detention lightly. In most circumstances, detentions should be given some time after the event (eg at break when the child has been kept back to discuss their behaviour), which allows a period of reflection. It is very important that there is consistency in the giving of detentions.

Detention is supervised by the headteacher at the beginning of lunchtime or at playtime. The length of detention depends on the age of the child (for example 30 minutes for key stage 2 and 15 minutes for key stage 1). During detentions, children work or stand silently and are given no

attention. It is important for the supervising member of staff to remain cool and detached and not seek to discuss the cause of the detention. At the end of detention, children are dismissed one at a time and sent to have their dinner. If a child has several detentions in a term, the headteacher will involve parents if necessary and possibly move to a Behaviour Support Plan.

### **Behaviour levels**

If a child's behaviour is persistently or severely unsatisfactory, the child will be put onto a behaviour level. See appendix below.

### **Fixed Term Exclusions**

Fixed Term Exclusions may only be given by the Headteacher for specific reasons and must be reported to parents, governors and the Local Authority.

### **Permanent Exclusions**

A decision to permanently exclude a child is a serious one. It is usually the final step following a wide range of strategies which have been tried without success. Refer to latest DfE guidance on exclusion (Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion, January 2015).

## Behaviour Levels

**Level 0:** Pupils are behaving appropriately

Continue to praise and reward.

**Level 1:** General 'low level' poor behaviour

Parents contacted and behaviour monitored within usual 'look, warn, timeout' procedure. Contact with parents/carers if behaviour continues to worsen, possibly leading towards level 2. It is not expected that children will remain on level 1 for more than half a term unless exceptional circumstances exist. Children's names should be added to the board in the staffroom.

**Review half termly.**

**Level 2:** Actions at Level 1 do not produce improvement. Behaviour remains 'low level' but persistent.

Parents contacted.  
Child has behaviour plan.

**Review 4 weekly.**

**Level 3:** Behaviour now is regarded as deliberate and repeated disregard for school expectations. It can include bullying, physical aggression, deliberate disruption, disregarding the feelings of others, pretending to run away, hiding within school, insulting adults and continued L2 behaviour.

**The Headteacher will write to parents/carers.**

Child has behaviour plan and will see the headteacher on a regular basis. Sanctions may include internal exclusion and may result in a Fixed Term Exclusion.

**Review 4 weekly or move to level 4 if child has fixed term exclusion.**

**Fixed term exclusion or internal exclusion is a real possibility.**

Level 3 is also used when pupils are returning from a higher level

**Level 4:** Behaviour is now persistently bad. Pupil has received fixed term exclusion and not reacted sufficiently positively to go to level 3 at review. Behaviour includes running away, repeated bad language directly at adults, physical aggression to adults, disregarding repeated instructions. Repeated level 3 behaviour.

**Parents will have received a letter and will have been spoken to by the Headteacher.**

Child has Behaviour Plan. Pupil will see Headteacher on a regular basis.

**Level 5:** There has been repeated level 4 behaviour and a number of fixed term exclusions/internal exclusions. A clear warning will have been given to both pupil and parents and consequences explained.

**Permanent Exclusion or possibly a Managed Move**



## APPENDIX 1

### Statement on the use of reasonable force at Gresham Village School and Nursery, December 2012.

This statement is made in the context of the DfE non-statutory guidance Use of reasonable force Advice for head teachers, staff and governing bodies 2012 and needs to be read alongside this guidance.

At Gresham Village School and Nursery we have a culture and ethos of positive behaviour in all relationships between staff and pupils and the behaviour of the pupils is very good. There are only very rarely any instances when a child might refuse to co-operate or cause a deliberate danger to others or themselves. The school aims state that we aim to:

- Provide a safe, secure and stimulating learning environment
- Promote the best possible health and well-being for all members of the school community by ensuring a culture of mutual respect and support

We adhere strongly to these aims, but accept that occasionally in extreme situations, we may need to use reasonable force. Therefore, we welcome the guidance of the Department for Education in clarifying the use of reasonable force.

At Gresham Village School, we would only use reasonable force **as a last resort**, if we need to:

- remove a disruptive child from the classroom where they have refused to follow an instruction to do so **and** other measures have been taken already, including informing the headteacher
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit **and** other measures have first been taken, including informing the most senior member of staff
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- restrain a pupil at risk of harming themselves through physical outbursts

### Guidance

1. Force may **not** be used as a punishment and may only be used as a last resort to enforce discipline or prevent injury. Staff must be **very mindful** that the decision to use reasonable force must only be taken rationally and not in anger or frustration. Teaching assistants should only use reasonable force if they feel a child is in danger of hurting themselves or others and other options have been considered.

2. The DfE guidance clarifies what reasonable force might constitute and this statement should be read alongside this guidance and the school's **Positive Behaviour Policy**.
3. The headteacher and governors will support staff who use reasonable force only in the context of the DfE guidance.
4. All staff and parents need to be made aware of the school's policy on reasonable force. The statement will appear on the school website.
5. It is not felt that at present any children pose a significant risk that would necessitate specific staff training beyond understanding the policy statement and DfE guidance. If a child with specific difficulties was admitted to school, all relevant staff would receive the appropriate training.
6. If a member of staff uses force, this must be reported to the headteacher as soon as possible and a written statement completed. The headteacher will decide if parents need to be notified.
7. This statement was discussed with all staff and governors in the autumn term 2015.

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