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<b>Responsibility of:</b>	<b>All Staff Members</b>
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# Greatwood Community Primary and Nursery School

## Behaviour Policy

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## **1. Statement of intent**

This policy sets out the behaviour policy arrangements for Greatwood Community Primary and Nursery School

## **2. Legal Framework**

This policy has due regard to the Schools Behaviour Policies.

## **3. Behaviour Policy**

Our school is a place where children feel safe, relaxed and happy in their learning environment. We recognise that exemplary behaviour underpins effective teaching and allows teachers to concentrate on providing challenging, independent learning experiences, as well as enabling children to concentrate on their learning.

All members of our Greatwood community have a right to learn and work in a respectful and cooperative environment and therefore we all have a responsibility for managing our behaviour in a positive manner and acting as positive role models.

At Greatwood we consider every person to be of value, irrespective of their age, disability, gender, sexual orientation, nationality, race, religion, status or socioeconomic background.

Through this policy we will ensure that:

Every child and staff member has the right to feel safe, valued and happy within the school and are free from any type of intimidation.

We do not tolerate any kind of antisocial behaviour whether of a physical, mental or verbal nature aimed at groups or an individual.

We address concerns about behaviour which will be taken seriously and will always be dealt with to the best of our ability.

We promote good behaviour to the best that we can and adopt appropriate consequences when needed.

We encourage consistency, clarity and fairness in response to positive, negative and improved behaviour.

#### 4. Behaviour for Learning

Behaviour for Learning is that which demonstrates the right attitude, high expectations and underpins being an effective learner. With the support of adults our children will be able to demonstrate this commitment and attitudes through:

Displaying our school values of Happiness, Kindness, Creativity, Respect, Pride and Teamwork

With the support of adults our children will be prepared with the correct uniform, clothing and the tools to be able to access learning in a positive manner.

Our children will show characteristics of effective learning as stated within EYFS documentation

Being polite, respectful and courteous to each other

Celebrating others successes and offering praise and encouragement to others

With the support of adults, our children will enter and leave school in a calm and orderly manner.

#### 5. Our School Values



#### 6. Inclusion

Here at Greatwood, we work in partnership with a range of professionals, specialist services and with other settings to ensure that our children are appropriately supported and monitored. Where there are special arrangements in place for a particular child, these will be communicated appropriately to all adults who have a responsibility around the individual. Children who are on the Special Educational Needs register have appropriate targets set within an IEP for them on Provision Map. Additional adult support may also be in place. The SENCo has an overview of the needs of these individuals and should be consulted when support is needed with regards to behaviour.

Children who require additional support may have individual reward and behaviour systems.

#### 7. Leadership

It is the responsibility of all staff members for managing behaviour, communicating with parents and dealing with incidents when they occur. All staff members need to ensure that they are aware of all school policies and systems in relation to behaviour and ensuring that they implement them consistently and fairly.

## **8. Behaviour records**

Records of behaviour incidents (both positive and negative) are recorded on CPOMS. Children will be monitored by the safeguarding team where there have been more than one negative behaviour incident noted within a two week period.

## **9. Rewards**

Praise is the first element in our behaviour management system. All staff members look to praise children who are doing the right thing to encourage others to follow their example. All staff encourage children to move around school in a calm manner and follow our school values.

A range of rewards are used across school which may include:

- Positive affirmations
- Stickers
- Praise Postcards
- Sharing positive work with other class teachers

Teachers nominate two children every Friday for our Celebration Assembly, one child who has followed our school value of the week and another child who has shown excellence in their learning. Parents and family members are invited into these assemblies to celebrate alongside their children.

## **10. Consequences**

Our highly skilled staff have excellent knowledge of our children and their families. They use early identification to support children to be successful and make the right behaviour choices. We acknowledge that at times, children may need consequences in order to understand the impact of their behaviour choices. In these circumstances our staff will treat children fairly, taking into consideration their individual needs. Our staff will always listen to all children's points of view. Before consequences are carried out, the children will be involved in deciding whether the consequences are fair for all involved.

## **11. Out of school hours and/or off school site**

Our children are expected to behave in an appropriate manner whether they are inside or outside of school. When participating in clubs, trips or sporting events where children are representing school, there will always be an expectation that behaviour will be exemplary.

## **12. Serious Incidents**

Any incidence of serious behaviour will be dealt with by a member of SLT and will always be logged on CPOMS.

### **13. Internal exclusion**

Following a serious incident eg: fighting, violence, swearing or intentionally damaging school property or injuring a member of staff, immediate action will be taken and the child may be moved into a different class for the rest of the school day.

### **14. Other supportive measures**

Following an internal exclusion, the Headteacher or Assistant Headteachers may decide that the child is to be excluded from class and school activities for a period of time appropriate to the seriousness of the incident, the age of the child and their individual needs. This may vary from a half day to a full week. Parents will always be informed of this decision. The child may have lunchtimes and breaktimes altered where appropriate. The class teacher will ensure that children do not miss out on learning.

### **15. Exclusion**

Should a serious incident occur, staff will endeavour to work with the children and the family involved to carry out a fair investigation and put into place supportive measures. If, after support the behaviours have still not improved, Senior Leaders (in line with the DFE exclusion documentation) will work with NSAT to identify appropriate next steps.

### **16. Reintegration meetings**

Following an exclusion, the child and their parents/carers will be met with by the Headteacher/Assistant Headteachers to discuss the exclusion and their future behaviour, before being welcomed back into the school. The pastoral team may need to support the child in restorative practise.

### **17. Reporting of racist and other incidents including sexist and homophobic incidents**

In accordance with the Race Relations Amendment Act, Greatwood Community Primary and Nursery School does not tolerate racist behaviour. This means any name calling or other derogatory verbal references to a person's race, culture or ethnicity as well as physical abuse or harassment. Any reference to a child or adult's sexuality, gender or disability will be reported immediately on CPOMS. The information will be investigated fully by a member of the SLT and the person reporting the incident will receive notification of the action taken. If the child is a perpetrator or a recipient to a racist incident, parents and carers will be informed immediately.

### **18. The wider school community**

The Headteacher and Assistant Headteachers will communicate the fact to the wider school community that the school has the authority to address poor behaviour outside of the school premises and hours, in particular in relation to bullying and online abuse.

## **19. Staff**

The Headteacher and SLT will communicate this policy to staff, including visitors, volunteers and trainee teachers at the beginning of every academic year in conjunction with school specific safeguarding procedures. The behaviour policy forms part of the induction for ECT'S and other newly arriving staff members.

## **20. Complaints Procedure**

Should there be any complaint about the implementation of the behaviour policy then the school's complaints procedure will be followed.