



**Grove Wood Primary School
Positive Behaviour Policy**

**Review date September 2024
Ratified by Governors 24th September 2024**

Introduction

This policy pays due regard to the equality act 2010 – including aspects of safeguarding and SEND. It relates directly to our safeguarding policy, online-safety policy, extremism policy, anti-bullying and harassment policy and our school core values which apply to all members of our school community. This policy takes into account the '10 key aspects of school practice' as identified in the DfE guidance 'Behaviour and discipline in schools' published in September 2014.

1. Our core values and ethos

At Grove Wood Primary School we seek to develop good relationships between staff and children based upon respect, honesty, trust and high expectations. We believe in an approach that promotes self-esteem and supports positive behaviour in our children. We stress the importance of understanding and sensitivity in all our relationships within this community.

We want Grove Wood Primary to be a place where everyone respects, values and supports each other; a place that celebrates the diversity of our school community and beyond. Above all, our school should be a place where we are all motivated to learn; where we achieve and enjoy coming to school every day.

2. Aims of the policy

For Grove Wood Primary to be able to:

- Promote self-esteem, self-discipline, respect for all and positive relationships;
- Promote a community where all feel happy, safe and secure;
- Be a school free from all aspects of bullying;
- Ensure we are clear and consistent in our approach.
- Personalise our approach to meet the needs of all members of our school community;
- Ensure that our values are not just something seen on paper but something embedded in everyday practice.

3. Preferred practices

Preferences are about the way in which we model positive behaviours. We always need to be aware that these preferences have a significant positive impact on the behaviour of others at all time maintaining an unconditional positive regard to the confidence, self esteem and mental health of all of our pupils.

4.1 To enable all members of the Grove Wood primary to learn, we need to:

- Encourage each other;
- Work hard;
- Have clear expectations of each other.

4.2 To enable all members of the Grove Wood to be happy, we need to:

- Be positive;
- Always see the good in people;
- Communicate effectively;
- Communicate sensitively;
- Speak calmly and diffuse confrontation.

4.3 To enable all members of the Grove Wood Primary to be looked after and feel safe, we need to:

- Be fair, respectful and dignified;
- Be kind;
- Always listen to others.
- Be positive

What does the Law say?

5.1 The Education and Inspections Act 2006

There are a number of statutory obligations on schools with regard to behaviour which establish clear responsibilities to respond to bullying. In particular section 89 of the Education and Inspections Act 2006:

- provides that every school must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These

measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents.

5.2 The Equality Act 2010

The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. A key provision is a new public sector Equality Duty, which came into force on 5 April 2011. It replaces the three previous public sector equality duties for race, disability and gender, and covers age, disability, gender reassignment, race, religion or belief, sex and sexual orientation.

The Act also makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment.

5. How we encourage positive behaviour at Grove Wood Primary school

At Grove Wood we celebrate our Core VALUES

- Strive
- Positivity
- Achieve
- Respect
- Kindness

These will be clearly displayed and celebrated in every classroom and across the school.

Children have the opportunity during the school day to be rewarded for exhibiting the values as well as for their attitude and achievement through the use of personal rewards in the form of stickers.

All staff are encouraged to use the language of the SPARK values to promote positive behaviour and work-based outcomes when rewarding pupils. This will enable pupils to have a clear understanding of why and what they are being praised for.

6.1.1 Positive Behaviour systems

The expectation is that all children will behave well in school at all times and the intrinsic reward of knowing that they have behaved well and thus been able to participate fully in school life is promoted as a reward in itself. In addition to this, several explicit reward systems are in place. In using any of the school reward systems it is our intention to recognise children from right across the board. It is often the case in schools that the 'quiet', 'conscientious' children who typically do 'the right thing' can be overlooked and our focus should always be on recognising all children at all times.

6.1.2 A Sunny Day is a Great Day (KS 1 and 2)

The expectation for all children is that they show the SPARK values at all times. All children will start the day on the Sunny Day and as a school we are looking for pupils to 'push themselves' demonstrating a commitment to their learning and always striving to be the best they can be. If a child shows an exceptional attitude, aptitude or stands out for their interpersonal skills, they can move higher and onto the 'Moon & Stars' as a reward. Beyond this they are able to move to Bronze, Silver and Gold as teachers recognise their greater commitment to a task or our school values.

Where children need a reminder to refocus or reflect on their behaviour, they should first receive a verbal reminder and if required they can then be moved to the 'thinking cloud'. They would then return to the sunshine as soon as they are able to demonstrate effective learning behaviours.

Our intention is always to 'Praise in Public' and 'Remind in Private' and therefore the emphasis must always be on recognising and promoting success and celebrating this within the class. Where children require a reminder, this should be delivered discretely and always modelling the level of respect that we would expect from all members of the school community.



6.1.2a - Stickers

All classes have been given a budget to purchase stickers. It is intended that these should be used as an incentive or reward to support positive verbal

feedback and recognise and encourage pupils who have demonstrated one or more of our school values.

6.1.2b - Spark Award Postcards

Where a child has been recognised to have significantly demonstrated one or more of our values, adults in the school can reward the child with one of our SPARK Award Postcards. The intention of the postcards is to recognise and reward pupils who are showing commitment that is above and beyond that which is expected of all pupils. Postcards can be awarded by all adults in the school and we will also encourage visitors to the school to identify pupils who they witness showing a particular value and give them a card stating the reason for the award. There is no fixed limit to the amount of these that can be awarded by an adult or to an individual but they should be for something greater than that for which a sticker or verbal praise would typically be awarded and typically would be awarded for patterns of positive behaviour rather than one off incidents.

5.1. 3 Weekly Celebration Assemblies -Star of the week

These are held in KS1 and KS2 on Fridays. Celebrations include Star of the week class awards and in Key Stage 1 we will celebrate maths and reading rewards. Each class teacher will name a star of the week and display their name in class along with the reason for the award. (Reception children join in from January.) It is important that this reward is based on social as well as academic success over the week linking to the SPARK values. For each Star of the week their name is published in the School News Section of the Website.

A half termly award for 'Star Writers' and 'Maths Masters' will also be decided in classes and sets and awarded at the half termly celebration assemblies.

At the end of the year the 'Grove Records' celebrates the PE successes of individuals through-out the school in sprint, throwing and long jump.

6.1.4 Year 6 Celebration Assemblies

During the leavers' assembly in the summer term of Year 6, special awards for "outstanding contribution" and the Jenny Slee award for "work hard, play hard" are presented. A boy and girl are awarded each shield which they hold for a year, then returned for the next year.

6.1.5 SPARK Time

In addition to being included at all times, all children will be entitled to twenty minutes SPARK Time every Friday, for having adhered to the school SPARK values. Each class will have an activity or activities set up. The children are invited to sign up for an activity which they are then allocated to for the rest of the half term. The emphasis on SPARK time will be promoting social skills and enhancing relationships within the context of developing or refining a skill.

6.1.7 Reinforcing Positive Behaviour

The staged approach to behaviour management provides guidance when dealing with inappropriate behaviour both in class and around the school. This structure highlights three stages: Preventative, Warning and Sanctions.

6.2 Behaviour Reminders and Time Out

At times, some children will not behave in line with expectations. To help remedy this behaviour a robust and graduated response is given by **all** members of the school staff.

6.2.1 Stage 1- Preventative/Sunny day

If a child is not displaying the SPARK values either in class or around the school at any time they will be reminded by their teacher or other adult by a non-verbal cue. If the child continues to display inappropriate behaviour then a verbal cue is provided with a positive reminder of how to correct the behaviour. It may also be necessary to discretely remind the child of the consequence of not changing their behaviour; this is at the discretion of the adult working with the child.

6.2.2 Stage 2- cloudy day

The temporary movement to the 'Thinking Cloud' follows reminders not being acted upon by a pupil. It is intended that the movement to the thinking cloud is a short term move and they should be restored to the sunshine as soon as they display appropriate learning behaviours.

Where the movement to the 'Thinking Cloud' has not been effective and prompted reflection and correction of behaviours it may be necessary to use time out. In Reception and KS1 this time out will take place immediately within the classroom. For children in KS2 this time out will take place during the next lunchtime with a member of the SLT. In both Key Stage 1 and 2 this will also result in a member of the SLT speaking with the child.

If a child requires time out three times or more in a week or six times across a half term, the child's parents will be informed by a member of the leadership team. During any time out, the behaviour of the child will be discussed with positive suggestions about how to improve behaviour and conduct, linked to the school SPARK values.

6.2.3 Stage 3 – Physical Behaviour / Discriminatory Behaviour

In the instance where a pupil uses physical behaviour towards another pupil or treats another member of the school community in a discriminatory way they will not receive a verbal warning but instead move directly to the thinking cloud and a member of the SLT informed.

6.2.4 Stage 4 – Parents informed

Parents will always be contacted in the following circumstances:

1. If a child receives time out three times in one week or six over a half term period, a member of the staff will call the child's parent to relay this information.
2. If poor behaviour persists, a member of SLT will speak with the parents.

Neither of these circumstances replaces the opportunity for staff members to speak with parents regarding a child's behaviour where they deem it appropriate to discuss a positive or negative behaviour matter. It is expected that this additional step will enable the child to remedy their behaviour and that no more sanctions will need to be issued.

6.2.5 Stage 5 – internal lunch "time out"

If poor behaviour persists in class or at breaktimes, a decision will be taken by a member of the Leadership Team that a child will miss one or more lunchtimes which will be spent working with a member of the Senior Leadership Team. This member of staff will allow reasonable time for the pupil to eat, drink and use the toilet.

During these sessions, the behaviour of the child will be discussed with positive suggestions about how to improve behaviour and conduct linking to the SPARK values. Whilst parental consent is not required for an internal time out, parents will be informed of this step. Only the headteacher and deputy and assistant headteachers will implement this step.

Report 'Spark' cards can also be used to monitor behaviour that needs to show positive learning behaviour for low level disruption over a period of time. Ticks are to be gained in each session or the child will then lose their next day's break and lunch time with a member of SLT. Parents are always contacted and updated of the effectiveness of the monitoring. (example appendix B)

6.2.6 Stage 6 – Adult Response Plan

Should a child consistently continue to behave outside the school SPARK value system and the step 5 has been implemented, it may be deemed necessary to implement an Adult Response Plan (ARP) and for the child to be made known to the Inclusion team. The procedures on the ARP will be based promoting the SPARK values and will be bespoke to the child possibly deviating from the Positive Behaviour Policy. Therefore, standard rewards and sanctions are personalised and support enabling our more vulnerable children to have clear steps to improve and change their behaviours in conjunction with the adults response to the individual. (example in Appendix A)

6.2.7 Stage 7 – Suspension / Exclusion

All staff will be pro-active in ensuring that children at risk of suspension / expulsion are supported appropriately and these are seen as a last resort. These sanction will only be used in extreme cases, particularly when children threaten the safety and welfare of themselves or others.

Exclusions will take one of the following forms: **fixed term** suspensions where the child is excluded from attending school at all for a fixed time

In the case of a serious incident, it may mean that previous stages of the policy are omitted in order to respond appropriately to the incident. If deemed necessary, fixed term suspensions can be immediate.

Both lunchtime and fixed term suspension will adhere to the following protocol.

1. The parents will be informed with a face-to-face meeting with the headteacher where possible.
2. The period of suspension will be established at this meeting and will be reasonable in relation to the misdemeanour.
3. This meeting will be followed up with a formal letter of exclusion.
4. The exclusion will be logged internally.
5. All exclusions will be published termly in the headteacher's report to the Board of Governors.
6. As part of annual census return, information regarding all exclusions will be submitted to the local authority.
7. In the case of a fixed term exclusion, the child will be set appropriate work to complete during the exclusion and it is expected that this will be completed before their return.

Before returning to the classroom from a fixed term suspension, the child will be met by a member of the Inclusion team and the Senior Leadership team to help reintegrate the pupil back into class. The headteacher will discuss the return to school with the child's parents. If deemed appropriate, children returning to school from exclusion may be placed on an Adult Response Plan (ARP) and made known to the Inclusion team.

6. Bullying

- At Grove Wood we agree with the local authority definition of bullying, which states that:

Bullying is a hurtful act by an individual or group, usually repeated over a period of time. It often involves an abuse of power or use of intimidation and can affect an individual or group. This can be face to face, through messages or be online.

Bullying isn't when children and people of similar age and size find themselves in conflict, without an imbalance of power or use of intimidation

- Issues around bullying are best dealt with in partnership with parents and children must always tell their class teacher or other adults in school if they are concerned with the behaviour of others.
- We try to prevent bullying in the following ways:

1. Our personal, social and health education curriculum;
2. Regular assemblies;
3. Including the Anti-bullying each year into our scheme for PSHCE;
4. Staff training relating to the DfE Keeping Children Safe in Education most recent update and how to report the concern onto the Designated Safeguarding Leads(DSL).
5. Promotion of the work of Childline, NSPCC, Kidscape and CEOPs.

7. Racist incidences

- In accordance with local authority procedures all racist incidents are reported to the head teacher. Records of these incidents are logged in the folder held in the head teacher's office.
- These incidents are then reported to the parents of victims and perpetrators.

8. Staff Development and Support

Staff, including teaching, support and midday assistants, will be updated on the current behaviour policy regularly to ensure that the behaviour policy is clear, well understood and consistently applied.

9.1 Positive Handling (also called Restrictive Physical intervention)

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Where required, senior staff will be professionally developed in positive behaviour management strategies including positive handling techniques. This will be a direct response to the specialist requirements of working with specific children and be part of their Education, Health and Care Plan or Adult Response Plan. In the rare event of this occurring, records will be kept of the incident and the parents/carers of the child immediately informed. A log of positive handling incidents is kept in the Headteacher's office and is available upon request.

9. Managing Pupil Transition

Where a child has been made known to the Inclusion team for issues regarding behaviour, is in receipt of an Adult Response Plan or has returned

to school after a temporary exclusion, transition arrangements will be put in place according to the individual needs of the child.

These may include:

- completing a social story;
- spending additional time with the new adults they may be working with;
- additional time spent familiarising themselves with the new class/key stage prior to transition;
- additional time to be spend at the receiving (secondary) school;
- additional meetings with the SENCo of the receiving (secondary) school;
- additional meetings with the parents of child.

All records concerning behaviour of children who fall under this banner will be duly passed on.

10. Confiscation of inappropriate items

A staff member can confiscate an item pupil's property as a sanction or for the safety of the pupil, so long as it is reasonable in the circumstances. The confiscated item will be safely stored and returned to the child or a responsible adult known to the child at the end of the school day. The child will be advised that this item must not be returned to school. If the teacher deems it necessary, the parent will be informed, but this is not a requirement of the policy.

The school reserves the right to search a pupil, their locker or personal items such as their bag, without consent, if they have reason to believe that a prohibited item may be contained therein.

Prohibited items include:

- knives and weapons,
- alcohol,
- illegal drugs,
- stolen items (including for those which may have been taken from the school or a pupil within the school),
- tobacco, vapes and cigarettes,
- fireworks,
- pornographic images,
- any article that has been or is likely to be used to commit an offence , cause personal injury or damage to property.

In line with current legislation, weapons, knives and extreme or child pornography will always be handed over to the police. In the event of other items, it is for the teacher to decide if and when to return a prohibited item. In such events, the parents/carers will always be informed.

11. Malicious accusations against school staff

In the event of pupils who are found to have made malicious allegations will have breached the aims and expectations of behaviour listed in this policy. The school will escalate the response straight to step five or further as an appropriate sanction including a face-to-face meeting with the child's parents/carers. If necessary, the school may make a referral to the police if there are grounds for believing a criminal offence may have been committed.

In addition, the Headteacher, Deputy Headteacher and Assistant Headteacher will consider the nature of the allegation made and if this requires additional support to be put in place for the child, including, where deemed necessary, refer the matter to social services to determine whether the child is in need of services, or may have been abused by someone else.

This report was also written taking current findings of research into consideration <https://www.gov.uk/government/publications/below-the-radar-low-level-disruption-in-the-countrys-classrooms>

Appendix A

Grove Wood Primary School Personalised Adult Response Plan

The Essex Approach to understanding behaviour and supporting well-being



Name:	Date:
Class	Review Date:

Warnings Signs of Excessive Stress

Stress Area	What is it that generally causes the stress?	Indicators of excessive Stress- how does the child show this?
Physiological/ sensory		
Emotional		
Thinking/ leaning related		
Social		
Prosocial- (struggles listening and following others. Struggles with social cues)		

Distress Mapping

	Not evident	Occasionally	Often	Always
Stress response is easily triggered				
Stress response is not equal with the stressor				
Individual is extremely restless/ volatile				
Hard to co-regulate after 'alarm' is triggered				

Harm Mapping

Harm/ Behaviour	Yes/No	Harm/Behaviour	Yes/No
Harm to self			
Harm to peers			
Harm to staff			
Other harm			

Adult Response Plan

Window of Tolerance What the child is like when regulated, calm and engaged?	
Dysregulated What are the first signs that things are becoming too? Requires co-regulation /self-regulation.	
Where this stress behaviour leads to next What we are trying to avoid	
Hyperarousal	
Hypoarousal	

Date:

Signature of Parent

Signature of SENCo and Head teacher

Signature Inclusion team

Signature of Class teacher

Signature of LSA /Mid Day Asst

Appendix B
Report card template



Achieved Target



Target has not been achieved

Week :	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

Positive Behaviour Report Card

Name:



Strive

Date:

Positivity

Targets:

Achieve

1. _____

Respect

2. _____

Kindness

3. _____