



# THE WEST GRANTHAM CHURCH OF ENGLAND PRIMARY ACADEMY

## STATEMENT OF PRACTICE BEHAVIOUR

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## Ethos

Our ethos is *'Believe in yourself, in others, in God'*, we feel this encapsulates the whole child and allows children to believe in themselves and know they can be anything they wish to be when they believe.

At the West Grantham Church of England Primary Academy, we endeavour to create a safe and stimulating environment where everyone knows that they are all valued as God's children. We are committed to providing a safe learning environment in which the pupils are encouraged to treat each other with respect and kindness in every aspect of their lives. The principle aim of this policy is to ensure that good behaviour assists the school to develop the potential of all pupils. Our Christian vision of *Believe in yourself, in others, in God* motivates us to follow in Jesus' example when we apply our behaviour policy. At our Church of England academy, outstanding behaviour is rewarded, and inappropriate behaviour is dealt with using a range of reflective, consistent, and fair consequences. Christ's message of forgiveness is implicit in all we do. It is always made clear to a child that it is the behaviour we find unacceptable, not them. Our Church School Values underpin how we apply our behaviour policy and are rooted in the teaching of Jesus Christ. Central to our behaviour policy are Jesus' words recorded in Matthew,

*"Do unto others as you would have them to do unto you"* (Matthew 7:12).

## Aims and Objectives

This policy is to be read alongside the Anti-Bullying statement of practice.

Our aim is for our school to achieve self-discipline, founded on Christian values and mutual respect for one another's needs and feelings. We believe that:

- It is essential that our school has a positive ethos.
- All members of the school community have the right to feel safe.
- All members of the school community have a right to be respected.
- Good behaviour is a necessary condition for teaching and learning to take place and that all members of the school community have the right to learn.
- It is essential that school and parents work in partnership to promote and encourage good standards of behaviour.

Learning is the central focus of all we do. We strive to create the stimulating and engaging environment and the conditions that facilitate every aspect of learning. We aim to establish and maintain routines in the classroom and to train staff and pupils to observe these routines. This helps to maintain boundaries and support the pupils to self-manage their behaviours.

Our rationale is also based on our school's core values. At the start of the new academic year, staff will remind pupils of our church school values and these are discussed, shared, and explored with the children throughout each term.

**We aim to help each of our children to achieve their full potential by:**

- Promoting our school's Christian values Trust, Forgiveness, Perseverance, Hope, Friendship and Compassion within a caring, safe, and nurturing environment.
- Create the right ethos and climate of behaviour.
- Develop in pupils a sense of making the right choices and an acceptance and responsibility for their own actions.

- Support pupils to develop further and learn from their mistakes.
- Ensure that pupils behave in a responsible manner, showing consideration, courtesy, and respect for others at all times.
- Create the conditions within our school community in which there is mutual respect between all members and proper concern for each other, property, and the environment.
- Develop a supportive atmosphere, in which pupils are able to give their best and are encouraged and stimulated to fulfil their potential.
- Be compassionate towards others and demonstrate and seek forgiveness if things don't go well.
- Establishing and insisting on routines for:
  - Entering the classroom.
  - Seating arrangements.
  - Sharing a visual timetable for the day.
- Distributing and using the equipment needed. Transition between carpet spaces and classroom tables. Walking between areas of the school building.

### Additional Needs

An analysis of the pupils' needs will be carried out with input from parents/carers and the staff who work with the pupil. The school will implement a behaviour support plan. This will be made up of information gathered at the analysis stage and will include tailored provision and intervention to aid the removal of any barriers to learning.

We aim to make reasonable adjustments to assist the pupil with additional needs, therefore there will be a clear process that will be followed to prevent discrimination and promote equality and inclusion. Any additional support that has been agreed and implemented will be reviewed and evaluated. Parents will be expected to be involved in the setting and reviewing outcomes and provision.

### Our Approach

- Our procedures for rewarding children who choose to behave well and for applying consequences to children who choose to behave inappropriately will be open, fair, graduated, straightforward and clear.
- There will be a progressive and differentiated approach to managing children's behaviour from Foundation Stage to Year 6. The basic principles will be consistent, but the application of rewards and sanctions will be appropriate to the child's age and stage of development
- All staff will do their utmost to implement our agreed policies in a consistent manner.
- We will work closely with children's parents and carers in encouraging all children to make positive choices to behave well. We expect all parents and carers to support our behaviour policy.

### School Rules

1. We are **kind to everyone** - Kind with our words and kind with our actions.

This means that:

- We think about what we do and say and how it might affect someone else.
- We have kind hands, kind feet and use kind words.
- We are kind to everyone, have kind words and are polite. We hold doors open for people.

- We help children who are sad or hurt.
  - We share well with other children.
2. We **show respect** - We listen to adults and each other, we follow instructions and we are honest.
- This means that:
  - We listen to what other people have to say - looking at them and responding appropriately. We follow the instructions that adults give in school straight away We wait for our turn to speak.
  - We are honest.
  - We tell the truth, even if we have done something wrong. We use our manners.
3. We are **careful** - Careful with equipment, with people and when we move around school.

This means that:

- We take care of others and schools' property.
- We use things in the way they are meant to be used.
- We don't use other people's things without asking.
- We put things back in the right place when we have finished with them. We treat each other with respect and kindness.
- We show marvellous walking around school - quiet, smart, and purposeful. We find calm ways to resolve problems with others.

Our Three School Rules are applied consistently and fairly alongside our 6 Church School Values to ensure that all pupils have a right to learn and all staff have a right to teach. Staff and visitors in school are positive role models for our children. Everything we do, all our words, actions, postures, planning, organisation, and also what we do not do, contributes to behaviour. It is therefore crucial that staff consider their own behaviour and what this is communicating at all times. Visitors to the school are given information about our rules and are encouraged to praise and reward children who are modelling the desired behaviours.

## Responsibilities

### Children's responsibilities:

- To work to the best of our abilities.
- To allow others to do the same.
- To treat others with respect.
- To follow instructions from school staff.
- To take care of property and the school environment.
- To co-operate with others.
- To take responsibility for our own actions.
- To speak to one another respectfully, zero tolerance in place for the use of derogatory language.

### Staff Responsibilities:

- To have high expectations for all pupils.
- To treat all children fairly and with respect.  
To raise children's self-esteem and develop their full potential.

- To use rules and sanctions clearly and consistently.
- To provide a challenging and relevant curriculum.
- To create a safe and pleasant learning environment.
- To be a good role model.
- To form a good relationship with parents so that children can see that the key adults in their lives share a common aim.
- Keep parents/carers informed of any issues relating to their child both positive and negative
- Speak to parents politely and with respect
- Support parents in their child's learning and behaviour
- Listen to parent/carer concerns about their child and investigate them thoroughly
- To recognise each child as a unique individual.

### Parents' Responsibilities:

- To make children aware of appropriate behaviour in different situations.
- To foster good relationships with the school and speak to member of staff politely and with respect.
- To encourage independence and self-discipline.
- To show an interest in school activities.
- To support the school rules and expectations.
- To respond to invitations from the school to discuss their child's behaviour as this helps to break down barriers between school and home and makes the acceptance of a combined responsibility more likely.
- Bring any concerns about their child to the class teacher and not approach and speak to children or parents that they have an issue with.
- Be involved in the planning and evaluation of any outcomes that have been put in place after a result of an additional need being identified.
- To support the school in the implementation of this Behaviour Policy.

### Rewards

A major aim of the school policy is to encourage children to practise good behaviour by operating a system of praise and reward. This is for all children. Positive language focuses on identifying things that are going well, good choices that have been made, as well as tackling poor choices. We accept that ultimately the children are responsible for their own actions. This is reflected in our use of the language of choice. This fosters a move away from the idea that children are inherently 'bad' or 'good', they are however making good or bad choices.

Praise is used in a rich and focused way. We recognise that we need to be clear about what it is we are praising. Positive language focuses on how much pupils have improved rather than expecting perfection.

### Class Dojo

Class Dojo is an online reward system which allows teachers and teaching assistants to reward children in school. If parents create their own Class Dojo account, they can log in to track how many Dojo points their child has. Dojos are awarded in a consistent way across school and are based around the types of positive behaviours we wish to instil in our children. The number of Dojo points to be awarded is at the teacher's discretion.

Type of positive behaviour (Dojo categories)
Outstanding effort
Exceptional consideration for others
Making extraordinary effort which results in good progress
Impressive critical and creative thinking
Showing excellent collaboration skills
Exemplary determination and perseverance to overcome difficulties
Superb speaking and listening skills
Admirable self-control
Magnificent effort to continue learning at home

### **Achievement Afternoon**

All children at West Grantham Academy are expected to demonstrate high standards of effort and behaviour, at all times. Those who go over and above the expected standard will be awarded Dojo points for their exceptional behaviour or effort. When classes have collectively earned 300 Dojo points, they will be rewarded with a mystery prize. This could be watching a film, extra iPad/ Chromebook time or a craft activity, for example. Children are invited to make suggestions for the mystery activity, which will be selected at random by the class teacher. We expect all children to contribute, therefore any child who has not earned at least 3 Dojo points will not be entitled to take part in the achievement afternoon. All Dojo points will be cleared back to zero after the reward has been given and the class will be eligible for another achievement afternoon as soon as they earn the next 300 points.

When necessary, at the teacher's discretion, children whose effort or behaviour has fallen short of the expected standard may need to use some of their achievement afternoon to complete work or pay back wasted time to the teacher (see 'Procedures for dealing with inappropriate behaviour' below).

### **Dojo Links**

Parents will receive logins for class dojo so that they can log in and view their child's achievements from home. This facility will be initiated by teachers through this letter: <https://static.classdojo.com/docs/TeacherResources/ParentLetter/ParentLetter-English.pdf>

### **Celebration Assemblies**

Each week, a celebration assembly is held where the most deserving child from each class is chosen to receive a 'shining lights certificates for excellence that week. This is presented to them by the Headteacher, or Deputy Headteacher.

## **Shining Lights**

Each week a child from each class will be awarded the 'Shining Lights' certificate. These will be chosen by the class teacher and their parents/carers will be invited into our Shining Lights Collective Worship on a Friday.

*"In Him was life, and that life was the Light of men. And the Light shineth in darkness, and the darkness comprehended it not."* (John 1:4-5)

In addition to Shining Lights certificate, there will also be two Dojo Champions of the Week awards presented.

## **Ethic of Excellence Assemblies**

At the end of every term, celebration assembly becomes our 'Ethic of Excellence' assembly. In this week, subject leaders will select one pupil per subject who have demonstrated excellence throughout the term. Parents are invited to watch children receive their certificates which are presented to them by the Headteacher, or Deputy Headteacher.

## **Other Rewards**

There are a variety of other rewards that do not contribute to the whole school system can be used at the discretion of class teachers and school leaders:

- Verbal praise
- Showing work to other teachers or school leader
- Good work assemblies
- Stickers
- Certificates
- Privileges
- Positions of responsibility
- Post card/telephone home to parents
- Work displayed in classroom or in a display board around the school

## **Sanctions**

It is our intention to fully utilise every opportunity to employ the positive benefits of a structured reward system to applaud children's success in terms of:

- Positive and selfless behaviour
- Academic success and concerted effort

However, we feel that it is imperative that a clear policy exists which can be applied in the event of pupils failing to meet required expectations.

Stage	Sanction	Typical but not exhaustive behaviours warranting such a sanction	Incidents, actions, and sanctions are all recorded on a behaviour tracking system by all staff
Stage 1	Verbal warning, change of seating.	Low level unwanted single event behaviour eg, not listening, dropping litter, poor manners, talking at inappropriate times, poor manners etc.	
A second verbal warning can also be given if needed before stage 2. Teacher records warnings given on board, so student is aware			
Stage 2	Time out within the classroom or time out with a lunchtime supervisor.	Continued low level disruptive behaviour. Refusal to follow reasonable instructions. Lack of respect shown, unkind remarks etc.	
Stage 3	Time out within another classroom / sit down at a table outside to calm down for 5 minutes during lunchtime.	Rudeness. Lack of respect shown. Use of inappropriate language. Lack of effort towards class tasks. Unwanted persistent low-level behaviour or a single more serious event. Refusal to follow reasonable instructions.	
Stage 4	Withdrawal from breaktime or lunchtime from peers / time in the Lunchtime Lounge/Cosy Club to calm down for 10 minutes.	Continued behaviours as above. Single more serious event. Parents / Carers informed by class teacher.	
Stage 5	Send to HOS or DHT and/or possible withdrawal of privileges. Upper KS2 Blue 'conduct card issued' (SLT review daily, parental signature and meeting)	Continuing behaviours as above. Fighting. Repeated events of unwanted behaviour. Parents / Carers informed by class teacher.	
Stage 6	Send to HOA / EHT and/or possible withdrawal of privileges. Parental meeting and agree behaviour contract. KS2 Red report card issued (SLT review daily, parental signature and meeting)	Bullying. Cyber bullying in school. Serious single event. Persistent low-level behaviours. Damage to school property. Stealing.	
Further actions below may be required following stage 6 meeting:			
<b>Internal exclusion including use of secondary SEND review of pupil passport</b>		Serious single event. Continuing persistent behaviours over a period of time.	



<p><b>Fixed term exclusion</b> SEND review of pupil passport Involvement of additional support agencies e.g. TAC, Social care, Early help, Lincolnshire ladder of intervention. <i>* FTE could lead to a permanent exclusion following reviews of evidence and advice taken.</i></p>	<p>Persistent disruptive behaviour. Serious single event usually where the physical or emotional safety of other children or staff is a concern. Evidence of bullying. Evidence of in school cyberbullying. Evidence of behaviours of a homophobic or racist nature.</p>
<p><b>Permanent exclusion</b></p>	<p>In response to a serious breach or persistent breaches of the school's behaviour statement of practice and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.</p>

### **Fixed term and permanent exclusions**

Only the Headteacher of the Academy has the authority to exclude a child. Exclusion may consist of one or more periods for up to 45 days within any one school year. The Headteacher may also exclude a child permanently, which will then be a legal procedure in following ratification with the Governors. Involvement from parents/carers, staff and outside agencies may be involved to try to avoid fixed term exclusions.

Any exclusion would be a carried out in accordance with the procedures set out in the School Standards Framework Act 1998 and Circular 10/99.

Following a fixed-term exclusion, a reintegration meeting takes place to discuss tailored provision and targets for the child when they return to school alongside the parents/carers. The meeting is led by the Head Teacher, and the class teacher is also in attendance. Exclusions may be for a build-up of unmanageable and unacceptable behaviour but may also be for a one-off incident. See also Government guidelines:

<https://www.gov.uk/government/publications/school-exclusion>

### **Use of Reasonable Force**

In extreme circumstances where a child is at risk of causing themselves or others significant harm or compromising a safe environment, it may be appropriate to use physical intervention. Staff members have received Team Teach training. Please see the school's Positive Handling Policy (The use of physical intervention). See also Government guidelines:

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

### **Bullying**

Bullying is unacceptable and will not be tolerated in school. Please see the school Anti-Bullying Statement of Practice for more detailed guidance.

### **Sexual Misconduct**

At West Grantham CE Primary School, sexual harassment or violence will never be accepted. In response to the Ofsted survey of Sexual Abuse (July 2021), leaders are taking a proactive approach

and will survey pupils and staff in relation to this. This is because research shows that pupils are unlikely to come forward and report incidences. In our school, reporting is always taken seriously. We aim to create a culture where pupils feel comfortable to talk about this openly, and learn that gender stereotyping, sexist approaches and sexual misconduct are never acceptable in school, or in wider society.

### **Restorative Practice**

The aim of restorative practices is to develop a sense of community and to manage conflict by repairing harm and building relationships. This process enables those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right. We believe that errors in behaviour signal a need for teaching, just as academic errors are seen as an opportunity for learning. This teaching may be undertaken using a variety of techniques, including problem-solving circles, circle of friends and restorative discussion.

Evidence shows (DFE-RR098, 2011) that this approach is an effective, inclusive way of dealing with a wide range of behavioural issues in schools.

Our restorative approach will:

- Involve both those responsible and those harmed
- Be a fair process
- Use restorative questions for both sides
- Be appropriate to the age and understanding of the child
- Range from informal conversations to more formal meetings
- Allow and acknowledge free expression of emotions
- Not ask ‘Why?’ (as this implies judgement)
- Avoid shame

Children are involved by discussing the situation. Final decisions are made, and rules are clearly stated so everyone understands the boundaries and consequences. We may not like the outcome, but the process has been fair.

### **Restorative Questions**

These are asked to sets of children, the wrong doer and the harmed. Discussions should always focus on the act not the actor, the deed not the doer.

Questions for the wrong doer	Questions for the injured party
What happened?	What did you think when you realised what had happened?
What were you thinking at the time?	What have your thoughts been since?
What have your thoughts been since?	How has this affected you and others?
Who has been affected by what you did?	What has been the hardest thing for you?
In what way have they been affected?	What do you think needs to happen to make things right?
What do you think you need to do to make things right?	

## **Positive handling**

Positive handling may be used in the school to:

- Restrain a pupil who has lost emotional self-control until the situation is diffused.
- Limit the amount of harm that the pupil involved can do to their self or others.
- Demonstrate to pupils that they are within a safe environment in which adults can contain pupils' anger and other erratic emotions.
- Protect all pupils against any form of physical intervention which is unnecessary, inappropriate, excessive or harmful.

Positive handling will be limited to emergency situations and used only as a measure of last resort. Where positive handling is required, the school will abide to the following guidance:

- Initial intervention will always be without force.
- Any physical intervention will follow other appropriate actions.
- Staff will take a calm and measured approach in all situations.

Positive handling will be applied as an act of care and control with the intention of re-establishing verbal control as soon as possible and, at the same time, allowing the pupil to regain self-control. All incidents involving positive handling will be recorded using the 'Positive Handling Recording book' and recorded on CPOMS.

## **Provision for children with special educational needs and disabilities, and/or social, emotional and/or mental health needs**

At West Grantham C of E Primary, we recognise that some children have additional needs. These children may require extra support to manage their behaviour. Our Special Educational Needs and Disabilities (SEND) Policy clearly sets out how we make provision for children with existing difficulties and sets out procedures for the identification of SEND and mental health needs.

We understand that all behaviour is a form of communication and know that disruptive behaviour can be a possible manifestation of special educational, or mental health needs. When this is identified, specific interventions will be put in place to support the child with positive reinforcement strategies. Under these circumstances, we will work closely with parents to ensure a consistent approach between home and school and clear communication.

It is paramount that children with additional needs have clear boundaries and consistent rules, just like their peers. However, they may also require alternative, personalised rewards and consequences (e.g. marble jar, sticker chart). The decision to vary the behaviour management strategies is at the discretion of the class teacher working with the SLT, based on knowledge of the individual child. This will be recorded in a personalised 'Hierarchy of Support' (see appendix).

In line with this, certain levels of inappropriate behaviour can also trigger:

- A referral to the school's Inclusion team
- A needs assessment e.g. 'Strengths and difficulties Questionnaire' [SDQ], Boxall Profile or Motional snapshot.
- Pastoral/behaviour intervention work
- In-school referral for CASY counselling

- Involvement of outside agencies/services as required: Schools Behaviour and Attendance Partnership, Educational Psychologist

### **Recording and monitoring behaviour**

All adults in school have a responsibility to keep our children safe, model good behaviour and challenge behaviour that is not acceptable, following the behaviour policy.

At the start of every lesson all students begin on the green circle on their class behaviour chart. When a warning is given the students, their name is moved to the yellow circle on their class behaviour chart. To indicate that a warning has been given. Warnings do not need to be recorded on the behaviour tracker.

If a student's behaviour does not improve then the teacher moves the students name to the orange circle on their class behaviour chart at the appropriate stage. All incidents that result in a student being moved to the orange section on the class behaviour chart **MUST BE RECORDED ON CPOMS.**

Behaviour is monitored by the Executive Head Teacher, Head of Academies, Head of Primary, and Deputy Head Teacher using the behaviour tracking tool. Patterns in behaviour may be identified and addressed with children and/or parents to best support the children. All incidences of behaviour from Stage 2 onwards are recorded using CPOMS.