



Griffin Primary School

Behaviour and Exclusions Policy

Reviewed By	Approved By	Date of Approval	Version Approved
T Havercroft	Governing body	4.2.22	2.1

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This Policy must be read in conjunction with the Griffin Safeguarding, Anti-Bullying, Anti-Racism and Positive Handling Policies.

1. Aims and Objectives

It is our aim at Griffin that everyone feels valued and respected and is treated fairly. We are a caring school and our values are built on mutual trust and respect. The Behaviour Policy supports the way in which all staff and children can work together to promote an environment in which everyone feels happy, safe and secure. We expect everyone to behave in a considerate way towards others, and that our staff as behaviour experts will model and teach the behaviours that will help the children become caring citizens. We treat all children fairly and apply this behaviour policy consistently. This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of society. We reward good behaviour as we believe it will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour rather than merely deter anti-social behaviour.

2. Behaviour Management Systems and Structures

Green behaviour and traffic lights

All staff have high expectations regarding behaviour and that every child will be in green. All staff are consistent and persistent in ensuring children understand what green behaviour should look like by using clear and concise language when setting expectations and giving instructions. It is a requirement that the spoken culture is the same across the school.

Examples of language used by staff:

- [Child's name], you need to.....
- I'm looking to see green sitting, listening, walking, talking, etc.
- In this school we ...
- Show me active listening, your best handwriting, fantastic effort.
- To be in green you need to ...
- When I see you are... then I will know you are ready to...

The school makes sure that the children are aware of what green behaviour looks like by having the school behaviour aims displayed around the school. Classes will hold regular discussions about what green behaviour means for their year group.

Traffic lights are used in every classroom as a visual tool to indicate level of behaviour for each child. If a child's behaviour is inappropriate a warning and a clear reminder of what green behaviour should look like will be communicated to the child. If the child does not alter their behaviour then the adult will move their name into amber, and tell them what positive

action they need to do to get back into green. If a child is moved into red a consequence or a sanction could be put into place by the class teacher, SLT, Assistant Heads or Head of School. Children are asked to reflect on their behaviour, learn from the experiences and suggest what they would do in the future. Staff will lead conflict resolution and positive debriefs of incidents to support the children in making better choices in the future. Each behaviour incident is a learning opportunity for the child, and a chance for the staff to equip them with alternative actions should the same stressors arise later.

Rewards

Our rewards system is based on children receiving regular praise and intrinsic rewards, which must be explicitly linked to the behaviour that earned the praise. For example, “Well done!” becomes “Well done for doing the best work you can, I can see that you’ve tried really hard to write neatly!”

Children can earn TEAM Points for their positive actions at all points throughout the school day. Class teachers will divide their class into four teams. TEAM stands for: Teamwork, Effort, Attitude and Manners. It is the responsibility of the staff to add value to TEAM Points through their enthusiasm and their linked use of praise. Each opportunity to give meaningful praise should be taken as a way of signalling clearly to the children when they are doing the right thing. Most importantly, children should be praised for specific reasons linked to TEAM, rather than linking praise to academic success or offering superficial praise without a clear reason. This is proven to promote more resilient, hardworking and ambitious learning behaviours in children. At the end of each week, the team with the most points will earn a reward to enjoy in class. Once TEAM points are awarded they **cannot be taken away**.

At several points throughout the day, classroom staff should highlight achievements and successes made by the children in their class with a Marvellous Me award. Badges will be sent to parents virtually, along with a message from the teacher about why the child has been rewarded today. Parents know to praise and reward their child at home if they receive a Marvellous Me, as they have a high profile throughout school and are considered a big deal.

Finally, children can earn the recognition of their peers each week by being awarded their class Star of the Week Award. Teachers and support staff will highlight one outstanding example of learning behaviours per week to celebrate with the whole school.

Recording and Reporting Inappropriate Behaviour

All incidents of inappropriate behaviour (i.e. bullying, absconding, damage, assault, serious disruption or persistent low-level behaviour) are recorded on CPOMs which alert the Head of School, Assistant Headteachers, Designated Safeguarding Lead or SLT members. Where a pattern of negative behaviour emerges, parents/carers will be invited in to discuss ways forward with school staff. All staff are responsible for behaviour management at Griffin and all behaviour is addressed.

3. SEN Behaviour

If a child’s behaviour raises concerns requiring support beyond the remit of this policy, we will contact the child’s parents/carers and arrange a meeting in order to discuss the situation, with a view to help the child improve their behaviour. A behaviour support plan will be put into place and reviewed over a period of 6 weeks. If a child’s behaviour does not improve, the school may contact other agencies for support and guidance and the child will be identified to the SENDCo for SEN support. A planned programme and adaptations to provision will be put into

place to address the child's behavioural needs and these will be reviewed and monitored as stated in the SEN policy. The Assistant Headteacher with responsibility for Behaviour works closely with the SENDCo and external agencies to implement programmes specifically designed for a child's needs.

4. Fixed-Term and Permanent Exclusions

Aims

Our school aims to ensure that:

- The exclusions process is applied fairly and consistently;
- The exclusions process is understood by governors, staff, parents and pupils;
- Pupils in school are safe and happy;
- Pupils do not become NEET (not in education, employment or training).

The decision to exclude

Only the Head of School can exclude a pupil from school. A permanent exclusion will be taken as a last resort.

Our school is aware that off-rolling is unlawful. Ofsted defines off-rolling as:

“...the practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil.”

We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment.

A decision to exclude a pupil will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, **and**
- If allowing the pupil to remain in school would seriously harm the education or welfare of others

Before deciding whether to exclude a pupil, either permanently or for a fixed period, the Head of School will:

- Consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked
- Allow the pupil to give their version of events
- Consider if the pupil has special educational needs (SEN)

Statutory guidance

The trust strongly feel that exclusions must be used only as a very last resort. On the rare occasion an exclusion is issued, this is carried out in line with current DfE exclusions

guidance. This can be viewed on this link: <https://www.gov.uk/government/publications/school-exclusion>

5. Monitoring and Review

The Head of School and the Senior Leadership Team monitor the effectiveness of this policy on an annual basis. The Head of School reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for amendments.

This policy will be reviewed annually.