



Grosvenor Road Primary School

Behaviour Policy

At Grosvenor Road Primary School, we believe that every child has the right to learn in a safe, respectful, and supportive environment where positive behaviour is consistently encouraged and celebrated. Our Behaviour Policy sets out clear expectations and outlines how we support all children to make positive choices.

At Grosvenor Road Primary School, we take account of a range of individual pupil needs when implementing our behaviour policy. This includes children with SEND, but also refers to needs within other groups defined as vulnerable within the education system: minority ethnic and faith groups, travellers, asylum seekers and refugees, pupils who require support to learn English as an additional language (EAL), children looked after by the local authority, sick children, young carers, children from families under stress and any other pupil at risk of disaffection.

All these groups may at some point require the adults in school to take account of their individual needs and circumstances when applying the behaviour policy.

Our approach to behaviour is rooted in our twelve core school values, which guide everything we do:

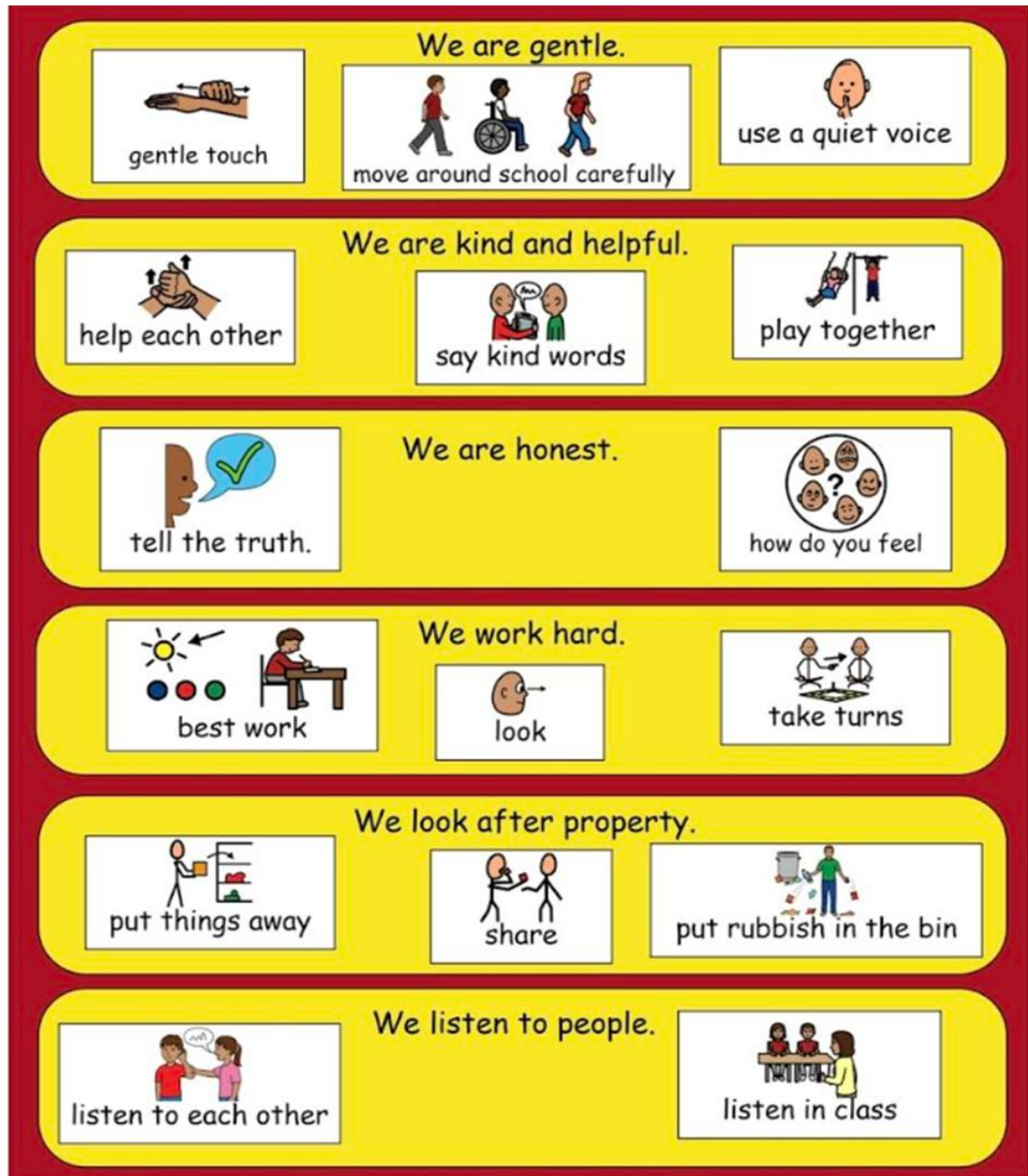
- **Respect** – valuing ourselves, others, and our environment
- **Fairness** – treating everyone equally and justly
- **Generosity** – giving time, kindness, and support to others
- **Courage** – being brave in the face of challenge or difficulty
- **Forgiveness** – moving forward with understanding and grace
- **Friendship** – building strong, kind, and supportive relationships
- **Compassion** – showing care and concern for others
- **Helpfulness** – offering support and being willing to assist
- **Thankfulness** – showing appreciation for others and our opportunities
- **Trust** – being reliable and showing integrity
- **Truthfulness** – being honest in our words and actions
- **Perseverance** – working hard and not giving up



We believe these values help our children grow not only as successful learners, but also as kind and responsible members of our school and wider community.

Through this policy, we aim to foster a culture where positive behaviour is recognised, inappropriate behaviour is addressed fairly, and every child is supported to thrive.

All children are encouraged to follow our Golden Rules



As part of their learning and development, we understand that children may occasionally display behaviour that is challenging or unacceptable.

We recognise that behaviour is a form of communication and may be influenced by a range of factors, including emotional, social, or developmental needs. Our staff are well trained to respond to behaviour in a calm, consistent, and thoughtful manner. They consider the underlying causes of behaviour and take into account each child's age, stage of development, and individual circumstances when deciding how best to respond.

Our aim is always to support children in learning more appropriate ways to express themselves, while maintaining a safe and respectful environment for all.

Five Finger Tell

Children can manage behaviour situations with the '5 finger rule':

1. Ignore behaviours.
2. Ask politely to stop.
3. Tell them to stop.
4. Warn you will tell.
5. Tell the teacher.



Rewards

We reward children in a variety of ways e.g. praise, Gold Cards, certificates, stars, stamps, stickers, Dojos, positive comments in books, whole class reward (e.g. pasta in the jar).

Stars, stamps and stickers - are given out at the discretion of each teacher or teaching assistant.

Class Dojos - are given by teachers to reward a child who shows positive learning behaviours in line with our Golden Rules and School Values. Each child has a personal Avatar set up on Class Dojo which monitors their rewards. Each Friday, all children who have received 25 or more Dojos within that week will be awarded a Gold Card. Two children per class who earn the most Dojos during the week will also win a prize from the class prize box.

EIGHT Dojos will be set within the class, with a further two Dojos specific to the class (i.e. focus behaviours which the teacher would like to reinforce for a period of time).



KS1	KS2
Following the carpet rules Being kind Being helpful Good listening Looking after property Working hard Sticking at tasks and persevering Completing homework tasks	On task Participating Ready to learn Teamwork Working hard Being kind Following instructions Being sensible

Gold Cards

These can also be earned for especially good behaviour, attitude or work. For every 10th card given to each child a small prize is presented in achievement assembly time. Those children who collect the most Gold Cards over the year receive a larger prize at the end of the year.

Whole Class Reward

Pasta/treasure can be given out in small amounts for good individual or group behaviour. Once the class jar is full, the children can exchange it for a “treat activity”. No one is excluded from this treat, and pasta/treasure is never taken out of the jar as a sanction.

Individual certificates

These are given out in assembly for efforts made by children across the curriculum in our Learner of the Week Assembly (Friday pm).

Green Readers

Children who have read 4 nights in a week plus once at the weekend are named as green readers and a green smiley will be awarded in their Reading Record.

Times Table Rockstars

The ‘highest earner’ and the child with the quickest time in LKS2 are awarded a certificate.

Out of School Certificates

Children are encouraged to bring in any certificates, cups or other awards that they gain in activities outside of school. These are then shared in class and sometimes in an assembly, where the children’s efforts are applauded.

Annual Awards

At the end of each year, trophies are presented to children who have excelled in, or made particular effort in, specific areas.

Consequences

Levels of behaviour for Grosvenor Road Primary School are defined at the back of this policy.

All staff follow the consequence system.

Low level Behaviour Consequences:

Where children exhibit low level behaviour issues, the following sanctions will be followed:

1. Verbal warning
2. Name recorded by the teacher (not in view of the children)
3. Name is circled and 5 minutes of reflection time takes place at playtime – conducted by the class teacher or Teaching Assistant to discuss strategies for making better choices.

Following two playtime reflections in one week or three times across two weeks – escalate to Medium Level

Medium Level Behaviour Consequences:

4. Playtime reflection and 1st WHITE Conversation Card sent home from the class teacher. The White Conversation Card informs the parent that a conversation took place between the class teacher and child, regarding the choices they were making. This is handed directly to the parent/carer by the class teacher.
5. 2nd WHITE Conversation Card sent home from class teacher, meet with parent to discuss behaviour, if necessary a Class Teacher Report will be instigated to support and monitor the child's choices.

If a child receives two white Conversation Cards within a twelve-week period or class report does not show improvements in behaviour choices, escalate directly to High Level Behaviour Consequences - RED card (see below)

If a child makes the correct choices and follows our school values well for a sustained period of time, white cards may be 'cancelled out' at the discretion of the class teacher.

High Level Behaviour Consequences:

1. RED Card sent home from Phase Leader, Meeting with parent/teacher/ phase leader, Phase Leader Report

If a child receives two red cards within a twelve-week period or Phase Leader Report does not show improvements in behaviour, it may be necessary to escalate to Headteacher's Report.

2. Headteacher's Report
3. Meeting with parents, teacher and Deputy Head or Head Teacher
4. Suspension/Exclusion

Meetings may lead to monitoring of behaviour through a Behaviour Chart, or Home/School Diary.

Teachers will move along this system of sanctions using their judgement, or in discussion with a member of the Senior Leadership Team, the Deputy Head or Head Teacher.

We understand that some children will need more specific support to improve their choices and behaviour. In some circumstances, children may work with a Teaching Assistant on specific behaviour programmes, in consultation with the SENCo, class teacher and parents.

Children who persistently upset or hurt other children may go on Headteacher's report and have their play times restricted e.g. be allowed out for limited periods under 1-1 supervision, may be referred for specialist support outside of the school, or may be temporarily suspended or permanently excluded.

Universal Provision to support children with their wellbeing and behaviour:

Our school values underpin our support for children's wellbeing and behaviour. This includes:

- Every three weeks we focus on one of our values, which is explored through:
 - Weekly assemblies
 - Classroom discussions and literature
 - Stories linked to values
 - Cross-curricular learning where appropriate
- A large, well-resourced library aligned with each value is available for staff to use in planning and delivery.
- PSHE curriculum sessions
- Children are encouraged and recognised when they demonstrate school values using a sticker system.
- Our celebration assemblies highlight values in action each week.
- Staff model these values in all interactions.
- Pedagogical approaches promote a growth mindset, encourage resilience, and make space for reflection.
- Emotional Check-ins with pupils through the day as needed.
- Mistakes are treated as learning opportunities in a safe and nurturing environment.
- Emotion Coaching
- High-quality relationships between staff and pupils are a cornerstone of emotional safety and wellbeing.
- Classrooms are safe, inclusive and offer a strong sense of belonging

Targeted Provision to support children with their wellbeing and behaviour:

Initial support will include in-class adjustments such as:

- Flexible seating
- Use of Chromebooks or alternative recording methods
- Fiddle toys or sensory supports
- Brain breaks and movement breaks
- Social Stories and Comic Strip conversations

We may also implement some group and individual interventions:

- Academic interventions in reading, writing and maths in a smaller group
- Behaviour Support Plans
- Speech and language group sessions
- Zones of Regulation
- Time to Talk session
- Emotional Regulation interventions
- Lego therapy
- Art and craft therapy sessions
- Board games and social skills groups
- Forest school sessions to support emotional regulation and interpersonal skills
- Fine and gross motor support
- Lunchtime nurture groups for children who may need additional social or emotional support during less structured periods
- 1:1 sessions with our Higher-Level Teaching Assistant and Mental Health First Aider

Specialist Provision to support children with their wellbeing and behaviour

In some cases, it may be necessary for the school to involve outside agencies to help us support some of our children.

These agencies include:

- i-Reach
- Educational Psychology Service
- Primary Inclusion Team

This will be done in consultation with parents and carers and be part of a graduated approach which will first involve our universal and targeted provision.

All interventions are monitored and evaluated for impact, are time-limited where appropriate and are part of a graduated response.

Concerns are raised through our pastoral and inclusion systems where response is layered and graduated.

Records of Inappropriate Behaviour - (CPOMS – Child Protection Online Monitoring System)

- ALL Medium Level and High-Level Behaviour is recorded on CPOMs by the class teacher / phase leader – a brief explanation of the behaviour/incident (and link to other pupils involved if applicable)
- ALL white conversation cards and red cards will be recorded i.e. 1st White, 2nd White etc. and a brief description of behaviour – e.g. physical, verbal, bullying, racist, sexist

Incidents recorded on CPOMS are then ‘sent’ via an electronic alert to appropriate members of staff:

- White Conversation Cards – alert sent to Phase Leader and SLT
- Red Cards – alert sent to SLT

Anonymised data regarding the number of incidents / action taken will be used to inform future policies and reported to Governors by the Headteacher as appropriate.

Early Years

In the Early Years we aim to create a friendly, safe and supportive environment for all our children and staff. In order to promote this environment, we have high expectations of the standards of behaviour. All children are aware of these expectations through our use of a common approach from all staff.

We want the children in the Early Years to achieve their full potential, and we aim to achieve this by encouraging them to work well both as individuals and with others.

At this age children are learning how to behave appropriately. Many of the things they do are normal for their stage of development and we help them to learn when something is dangerous or harmful to themselves or others, and to make positive choices in their behaviour.

We do this by ...

- Noticing and acknowledging positive behaviours.
- Using clear and consistent boundaries.
- Explaining the consequences of some behaviours and offering choices.
- Involving the children in problem-solving.
- Sharing information with parents/carers about their children’s behaviour.
- Communicating and modelling positive behaviour, using a variety of strategies and props e.g. stories, visual timetables and puppets.
- Recognising and acknowledging feelings to encourage empathy.
- Providing planned opportunities to discuss behaviour and feelings e.g. at PSED circle time.

We will reward children with...

- Praise
- Reward stickers and stamps
- Star of the Day/Week Certificates
- Head Teacher praise / stickers
- Class achievement board

We will address inappropriate behaviour by...

- Being clear about the behaviour that is unacceptable.
- Supporting the child to think of solutions to put things right.
- Providing time away from the situation to calm down and reflect before talking things through.
- Use of Social Stories.
- Working together with parents/carers and families to share strategies and ensure we are giving a consistent message.

Bullying

The school has zero tolerance of bullying behaviour. Any perceived bullying will be dealt with in discussion with parents. Please see the school's Anti-Bullying Policy.

Roles

The role of the school staff:

It is the responsibility of class teachers and teaching assistants to ensure that the school Golden Rules and Values are actively encouraged and reinforced in class, ensuring children choose to behave in a responsible manner during lesson time.

All staff in our school have high expectations of children's behaviour, and strive to ensure that all children reach them and work to the best of their ability.

All staff remind children of the Golden Rules and School Values throughout the day and in all areas of the school building and grounds.

Staff treat all children fairly, and adhere to the Golden Rules consistently. Teachers and all support staff treat all children with respect and understanding.

Teachers will report any behaviour concerns to a child's parents and will then work with the parents and the child to improve behaviour choices. If inappropriate behaviour continues, after having discussed the issue with the phase leader, the class teacher will seek help and advice from senior leaders.

Teachers will record behaviour incidents on CPOMS as outlined in this policy (see above).

The Role of the Head Teacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Headteacher monitors all reported serious incidents of inappropriate behaviour.

The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misconduct. For repeated or very serious acts of high level inappropriate behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified and are inline with Local Authority Guidance and the latest DfE guidance:

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

The Role of Parents

We work collaboratively with parents to give a consistent message of the importance of good behaviour both in school and at home.

We expect parents to support our rewards and sanctions, and to work with us in partnership. To this end we ask for a Home-School Agreement to be signed when a child begins at our school.

We ask that parents initially direct any concerns to the class teacher who will have more day to day knowledge of their child. However, if concerns remain, we ask that parents contact the Phase Leader. If concerns persist, parents then contact either the Deputy Headteacher or the Headteacher for further support or information.

The Role of the Local Governing Board

The Local Governing Board has the responsibility of overseeing this policy and practice.

Suspension from School

We do not wish to suspend any child from school, but sometimes this maybe necessary. Serious or persistently unacceptable behaviour by a child or children can result in suspension. The school will act swiftly to protect the well-being of other children.

Fixed Term Suspensions come in three categories:

- 0-5 days
- 6-15 days

- 16-45 days

The Process

There is a strict procedure to suspend, which schools are expected to follow.

This is outlined below.

1. The school makes the suspension after considering evidence.
2. The school contacts parents by phone immediately to notify them of the suspension.
3. Within 24hrs of issuing the suspension, the school writes to parents confirming the suspension given.
4. The school informs the LINK Education Trust and the Local Authority.
5. The school informs the Local Governing Board, the Trust and the Local Authority if the suspension is to be 15 days or more.
6. If the suspension is a Fixed Term Suspension of over 15 days, or is a Permanent Exclusion, it will require a Local Governing Board Meeting, to which parents are invited, and a Headteacher's Report, which should be sent to all parties before the meeting takes place.
7. The outcome of the meeting will be put in writing to all parties. An appeals process is available following any decision made.

For further details of the Exclusion Process go to <https://www.salford.gov.uk/schools-and-learning/info-for-parents-students-and-teachers/school-attendance-behaviour-and-welfare/exclusion-from-school/>

This Behaviour Policy is to be read in conjunction with the Wellbeing at Grosvenor Road Policy Statement, Anti-Bullying Policy and the Searching, Screening and Confiscation Policy.

Inappropriate Behaviour and Consequences

Behaviour	Consequence
Low Level	
Talking unnecessarily or chatting Calling out without permission Being slow to start work or follow instructions Showing a lack of respect for each other and staff Not lining up properly Name-calling and banter Making inappropriate comments Over-excited behaviour and loud voices Not putting hand up Interrupting Sulking Tone of voice Commenting on other children's behaviour Antagonising ("winding others up") Inappropriate noises Not listening Commenting on other people's consequences Running in corridor	1. Verbal warning 2. Name recorded (not in view of children) 3. Name is circled & 5 minutes reflection at playtime Following two playtime reflections in one week or three times across two weeks, escalate to Medium Level
Medium Level	
Continual/persistent low-level behaviour Spitting on the floor Discriminatory comments Being asked to leave class Disrespecting school property Swearing in frustration Refusal to follow instructions/Refusal to work Disrespectful attitude Toy fighting Gestures (not swearing) Invading personal space Lying	4. 1st WHITE Conversation Card sent home from class teacher, and playtime reflection with an adult 5. 2nd WHITE Conversation Card sent home from class teacher, playtime reflection with an adult and meet with parent to discuss behaviour, Class Teacher Report • If a child receives two Conversation Cards within a twelve-week period or class report does not show improvements in behaviour, escalate directly to High Level Behaviour Consequences - RED card (see below) • If a child makes improved behaviour choices for a sustained period of time, white cards may be 'cancelled out' at class teacher's discretion.
High Level	
Walking away from staff Gestures (swearing) Intimidating behaviour (frighten into submission) Threatening language Invading space with threats Continual disrespect to others Refusing to do consequence (loss of break time etc.) Leaving class /Continual refusal to work Swearing directed at staff/pupils Fighting/retaliation Throwing objects at people Throwing objects Damaging display (maliciously) Bullying/Stealing/Carrying weapons Continually making other children unsafe Trashing classrooms/damaging the building Leaving the premises Physical aggression to children/staff Biting / spitting (directed) Kicking doors/walls Continually off track Repeated racist comments/ discriminatory comments	6. RED Card sent home from Phase Leader, Meeting with parent/teacher/ phase leader, Phase Leader Report • If a child receives two red cards within a twelve-week period or Phase Leader Report does not show improvements in behaviour choices, escalate to HT's Report. 7. Headteacher's Report 8. Meeting with parents, teacher and Deputy Head or Head Teacher 9. Suspension 10. Exclusion

Dependent upon context and individual children's needs, the staged consequences and procedures, as outlined above, and within the main body of this policy, can be adapted appropriately or escalated, in consultation with the class teacher and SENDCo, at the Headteacher's discretion.

First White Conversation Card

My teacher had a conversation with me today about the choices I was making.

Name: _____

Date: _____

Second White Conversation Card

My teacher had another conversation with me today about the choices I was making.

Name: _____

Date: _____

Red Phase Leader Card

(_____ Phase Leader)

is concerned about the choices _____ is making in school.

They will now be on Phase Leader Report so we can monitor this more closely and I will contact you at the earliest opportunity to discuss how we can further support your child.

Date: _____