

Grange Primary School – Pupil Behaviour Policy

INTRODUCTION & POLICY RATIONALE

Staff and Governors at Grange believe that the education we provide should enable our pupils to prosper and socialise in modern, British society. It is important, therefore, to recognise a broad set of common values that underpin and inform this policy, which outlines the standard of behaviour we expect from our children.

Vision

Everyone at Grange consistently shows respect for everyone else. The school is a happy, safe place, which everyone wants to attend. The children feel welcomed, listened to, included and are always treated fairly. Every child at Grange has access to, and full engagement in, enjoyable, personalised and relevant learning. Success in all areas is celebrated.

Core Values

Our Core Values, voted for by the children are:

- Love
- Hope
- Co-operation
- Respect

We expect all at Grange to exercise their rights and responsibilities towards these Core Values, showing an understanding that all children have a right to education and will take responsibility for their own behaviour and learning, alongside that of others. The education that children receive at our school should reaffirm our commitment to these Core Values and help our children acquire an understanding of their place in society.

This policy also relates to the following policies, guidance and documents:

- Equality Policy (including Racial Equality)
- Teaching and Learning Policy
- SMSC learning
- British Values
- Personal, Health, Social and Emotional (PHSE) learning policy
- Home-School Agreement
- Inclusion Policy
- SEND information report
- Sex & Relationships Education Policy
- Grange Staff Code of Conduct
- Pupil attendance policy
- Anti-bullying policy
- Department for Education (DfE) guidance on behaviour and discipline in schools and the prevention of bullying

This policy also underpins work the school does to support children's personal and social development, such as:

- Be the Best You Can Be
- Paths and Paths Plus

- Annual whole school themes, such as Unity; Diversity. In 2015-16 the theme will be “Grow, happily and safely”

This policy is designed as both an aid and reference for staff, governors, visitors, parents and carers. It outlines the roles and responsibilities of the Headteachers, staff and governors. It is shared and reviewed with staff at the first Inset of every school year reviewed regularly throughout the year. The children are consulted at the beginning of every half term about aspects of this policy.

Department for Education (DfE) guidance issued in February 2014 outlines that a maintained school's behaviour policy should include measures which aim to:

- promote good behaviour, self-discipline and respect;
 - prevent bullying;
 - ensure that pupils complete assigned work;
- and which
- regulate the conduct of pupils.

Policy Aims & Objectives

This policy aims to outline the ways in which the school develops our children socially and supports a positive school environment, where every child feels safe and happy.

Specifically Grange Primary School should be a place where:

- everyone feels valued, safe, happy and secure
- everyone feels free from harassment and racial discrimination
- everyone has equality of opportunity
- positive relationships are promoted between everyone
- everyone is treated as an individual and their self esteem is encouraged
- all children are enabled to make progress to the best of their ability
- good and appropriate behaviour is promoted at all times
- everyone participates in a curriculum that takes full account of the richness and diversity of the world's cultures, so that they can develop understanding of, and respect for, people of different racial, ethnic and cultural backgrounds
- there is a strong "sporting" ethos to help children succeed, whilst everyone's efforts are respected and celebrated

Responsibilities

The governing body is responsible for stating the behaviour principles for the school and guiding the headteachers in the use of statutory disciplinary powers, such as screening and searching pupils; using reasonable force and other physical contact; disciplining pupils beyond the school gate; when to work with local agencies to assess the needs of pupils who display continuous disruptive behaviour; and pastoral care for staff accused of misconduct.

The headteachers will be responsible for the implementation and day-to-day management of this policy and procedures, which will affect the standard of behaviour expected of the children. They must also determine the school rules and any sanctions for breaking the rules. Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Grange staff have a key role in advising the headteachers on the effectiveness of the policy and procedures. They also have responsibility, with the support of the headteachers, for creating a high quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently.

Every incident must be followed through, however trivial it may seem, as all children at Grange have the right to be listened to and receive attention and care. In support of the principles of this policy in daily practice, all staff need to be in the right place at the right time and consistently follow the staff Code of Conduct.

PROMOTING POSITIVE BEHAVIOUR AND SELF-DISCIPLINE

The behaviour and self-discipline within our school community should reflect the overall values and positive approach that we hold. Pupils should hear positive messages as reminders to make the right choices and as praise for good behaviour.

Being part of a community inevitably means that we need to think about and be aware of the needs and feelings of others as well as ourselves. We need to be able to co-operate, work in partnership, understand and show respect for each other. To achieve this there needs to be a framework within which **everyone** understands their individual and collective responsibilities.

The purpose of this policy is to show how we plan to positively guide, encourage and support each other in self-discipline and outline the part we all play within a caring society.

Understanding motives of behaviour

Effective behaviour management policies are based on a strong understanding of what drives behaviour. Essentially, there are four main motives for behaviour :

- need for attention
- need for control
- need for justice
- need for vulnerability.

Principles of behaviour management through promoting positive behaviour

We ensure that there is a positive ethos throughout the school so that children are given the opportunity to take the correct path and know what is expected of a Grange pupil.

We use a range of simple strategies to promote appropriate behaviour, including using language of discipline and giving positive messages:

- **Full Praise Statements (specific - pointing out positive behaviour)**
e.g., 'Jamie, you have remembered to put your hand up, well done!'
- **Simple Direct Instructions (positive and assertive language)**
e.g., 'Sarah put up your hand when you want my attention, thank you!'
- **Simple Warning and Choices**
e.g., 'Sarah, put your hand up and I will come to you. If you don't you will have to wait. It's your choice.'
- **'Face-saving time'**
e.g. '...by the time I return.', '...when I next look over', etc.

Have positive expectations

- be clear about the behaviour you want
- negotiate and agree this whenever possible
- communicate this clearly

Catch them being good

- notice good behaviour
- use parallel praise to encourage a child to make the right choice

Give clear limits

- be clear about what is not acceptable
- respond to bad behaviour

Organise for success

- plan one step at a time
- have supportive structures for those who find success difficult
- check that classroom organisation and management do not work against you

Send positive messages; reframe your language

- Never ask “Why”, e.g. “Why did you hit her? This encourages the child to deceive, as they feel trapped
- Do not use “You” when dealing with poor behaviour, e.g. “You are being disruptive!” Separate the behaviour from the child, e.g. “It is so sad that there is disruption to learning, which is affecting others in the class”.

See Appendix 8 for a summary of the positive messages document.

Behaviour expectations

We aim for children to consistently be:

- Respectful
- Courteous
- Considerate
- Able to listen to each other
- Polite
- Tolerant
- Responsible
- Caring
- Calm
- Responsive

Grange School rules

There are rules agreed by children and staff which cover the conduct expected from the children and adults at Grange.

These should be prominently displayed in classrooms, halls, corridors and regularly referred to. (See Appendix 7).

Routines

Routines are vital for the smooth running and positive ethos of the school. Routines are particularly important at transition times of the day. Routines will be agreed at the beginning of every academic year and reviewed regularly throughout the year. Routines are not meant to repress the children, but are intended to make the school a safe, secure and happy place.

Staff will regularly remind the children of the routines, using positive reinforcement. Aide-memoires will be displayed in the relevant areas.

Some routines will be class based and may differ from class to class, for instance: how the children leave the classroom, or tidy up; when it is acceptable to get out of seat and when not;

how to attract the teacher's attention during instruction times; etc. Other routines must be adhered to by all children, such as how to eat lunch, go up and down stairs, etc. Routines will be agreed for playtimes, coming in and out of the building, assembly, lunchtime, visiting the toilet, moving around the building, etc. Others will arise from curriculum policies.

Break times

If we wish children to engage in purposeful play, we have to model this and show them how to play effectively, enhancing social skills. Providing a range of resources and structured activities, including some clubs, will enable children to play with enjoyment and in safety. Adults on duty must be moving around in their allocated zone, engaging with children and keeping vigilant at all times, enabling intervention in situations before they escalate.

Every attempt must be made to keep to the agreed rota for clubs and time in the MUGA to remind the children that we take their leisure seriously as well as their working time.

Although it is our wish that the children play together across all age groups, from September 2015, playtimes will be in phase or key stage groups, reflecting the increased numbers of pupils and the need for constant vigilance.

Rewards and reinforcement

Reward systems should be consistent across the school. It is vital in the promotion of positive behaviour that the children who always do the right thing, follow the core values and never disturb learning gain maximum rewards. We can often use rewards to incentivise more difficult children and forget the best behaved, who need rewarding too.

House points – individual and collective rewards

Staff award house points for positive behaviour. Children will be awarded prizes when they have got 20 points (a full house point card) and they may go to a senior leader between 2.30 and 3.15 p.m. on Fridays to choose their prize. The children receive one prize for each card and there is a 'hierarchy' of prizes to encourage the children to earn more points/full cards.

House point cards are on display and where possible the children put their own points on them. Every half term the house points are added together and there is a "House Party" for the house with the most points.

All children from YR to Y6 are part of this scheme – the whole school reward scheme.

Every member of staff may award house points.

A teaching assistant (TA) will manage the house point system in each class. As part of this they will keep a record of full house point cards attained and meet regularly with the class teacher to monitor and discuss the children's progress.

Towards the end of every half term each class TA will give a copy of the house point card record to the headteachers.

Stickers and stamps

Staff use a range of stickers, etc. to reward positive work and behaviour.

Star of the day*

These should be awarded daily for the following:-

1. Good work in Maths
2. Good work in English
3. Demonstrating core values

Star of the week

This should be awarded weekly for:

1. Good work in Science

2. Particular support given to a peer
3. Any good or outstanding effort shown in work or play
4. In Celebration assembly

* This can be in addition to the 'Pupil of the Day' routines through the Paths programme, but must not take precedence over Paths.

Special Mentions

Certificates are awarded in Celebration assemblies, which are usually held on Wednesdays. At least two children from each class are chosen for good work, attitude or behaviour and given certificates, so that parents and carers can share their success. A list of children who have had special mentions and received certificates will be put in the celebrations assembly log, kept in the celebration assembly file for each key stage.

A record should be kept by every class teacher, in order to ensure that every child receives at least two certificates during the academic year – preferably one for work and one for behaviour/learning attitude.

Good News time

Children should be sent to their Team Leader, a member of [the Extended Leadership Team](#) ('ELT'), or other key adult, such as a former teacher, or TA who gives them intervention support, with good work/behaviour. They receive a sticker, phone call home, and/or a letter or certificate to take home to parents and carers, with copies for other members of the family as appropriate.

Always Club

The Learning Mentor runs the 'Always Club' once a week, usually on Friday afternoons. This is specifically for children who are consistently and regularly doing the right thing. Children who have been good for a few days due to an intervention or target system need alternative rewards.

Lunchtime rewards

Mid-day Meals Supervisors select certain children for a mention and award in Celebration assembly, as it is a particular award regarding lunchtime behaviour.

Certain children are nominated each week for the 'Top Table'. The table is set for them, a member of ELT or management team sits with them, serves their dessert and clears for them. The children selected for Top Table are mentioned in the newsletter each week and are named in assembly.

Class rewards

A scoop of pasta, or marble in a jar can be awarded for whole class good behaviour. These are awarded when the whole class deserve acknowledgement for specific good or outstanding behaviour such as co-operating well, being responsible, coming into the building ready to learn, etc. Once the jar is full, or relevant number of scoops are earned, children and staff celebrate by having a party, a trip to the park, watching a DVD or another treat agreed by the class.

Assembly

Positive behaviour in assembly is rewarded via house points or class scoops.

Individual reward systems

Class teachers also run class reward systems, which are appropriate for their age group. For example this may be "Star of the Day/Week", team/table points, class certificates and prizes. Staff recognise that pupils who consistently behave positively need individual and collective recognition and will develop this.

Where it is recognised that each teacher and class will have their own systems of reward, these must never replace the house point or scoop system, which is consistently applied across the school. Rather each class will have an additional system, running alongside.
For additional ideas for rewards see appendix 2.

Rewards for exceptional achievements

At the end of every academic year, there are a number of special rewards, trips and visits for children who have always behaved exceptionally well, or have achieved 100% attendance, etc. In July 2015, the first Worshipful Company of Weavers' awards were presented to children for excellent learning attitude, two children from each class, and also awards were made to children who have contributed to the school community, such as Eco Club members or peer mediators.

Behaviour targets

When setting targets for the children at the beginning of every school year, the majority of children have a target set to support their emotional and social development. These targets shared with the parents/carers.

Some pupils may need more specific targets as part of an individual plan to support them to make the right choices. In such cases targets will be set and additional simple reward strategies may be an appropriate tool to help this process. This must be done with support from the Learning Mentor and/or management and/or Senior MMS and should always involve parents or carers.

Consequences of poor behaviour and sanctions

Staff at Grange will apply the agreed sanctions consistently, so that every child would get the same consequence whoever deals with the issue. Children need to feel secure in the knowledge that there will never be an overreaction to a minor issue, and that any sanction will always be carried out

Staged sanctions are reviewed every year by the staff in September to ensure that consistency and agreement is maintained.

If, despite warning(s) and choices given, pupils choose not to behave appropriately then there will be a logical consequence.

The consequence must be:

- Fair in proportion and aimed at learning from mistake
- Certain it will happen
- Known in advance not a shock or surprise, given as part of a warning and a choice
- Logical & related should a pupil hurt someone they apologise, etc.

All sanctions (consequences) at Grange follow a system whereby warnings are given first, both verbal and non-verbal; for instance, eye contact. The number of warnings given, before a sanction is applied depends on severity of poor behaviour and/or age of child and/or any special circumstances affecting the child.

Sanctions should be displayed in the classroom and shared areas of the school.

EYFS sanctions

1. Time out/removal from activity. (Egg timer used to denote time)
2. Clear specific reason given for sanction.

3. Positive reinforcement given to teach child correct behaviour.
4. Sanctions often used to support health and safety issues.
5. Parents/carers involved if behaviour repeated, or sanctions not responded to.

KS1 sanctions

1. Move from happy to sad face, or green to red (have a middle ground as warning, e.g. amber).
2. Thinking Time in peer group class in extreme cases.
3. Meet parents/carers if child is sent out regularly, or on red/sad face frequently.
4. Management and Leadership to be involved after two meetings with the parents.
5. Time Out may be used for older KS1 pupils if there is continued unacceptable behaviour, and/or serious behaviour.

KS2 sanctions

1. "Pre-warning" to be used first, such as "If I have to give you a warning about talking to your friend during Big Write, I will be disappointed, you will be on amber and your work will be affected".
2. One warning – move name, put cross. Whatever system is used in the classroom must have a visual reminder, as although upsetting for the pupil, it will also remind them to modify future behaviour.
3. Second warning – move name, increase number of crosses, etc.
4. Third warning – move name, inform child of amount of time they will spend in Time Out.
5. Time is spent in "Time Out", losing lunch time play.

From time to time additional sanctions will be applied for particular poor behaviour, for instance if a child does not complete their work within the given time, they are kept in to complete it during break, or the work is sent home.

A rota of leaders and managers who will lead Time Out is devised. The pupils' names and the reason is entered on the record of children who have attended Time Out. The record is checked every week by a member of staff and letters are issued to parents if a child has attended Time Out on more than one occasion in a week. If over a period of time a child is regularly at Time Out, a meeting will be arranged for the parents with the class teacher and/or a member of ELT

Sanctions MUST be carried out in order and ALL procedures followed.

For all serious and significant incidents (or incidents which could be construed as bullying) a Communications Sheet must be completed and copies held in Comms sheet file and child's file. See Appendix 4 for Comms Sheet procedures.

Every child begins each day with a 'clean slate' – a fresh start

Persistent problems

Should a pupil not respond positively to the strategies outlined above the teacher will need to discuss the problem with a member of ELT. The pupil's needs may need to be supported within the framework of additional school support and, if relevant, the applicable Code of Practice for Special Educational Needs and Disabilities.

Parents will be involved and there may be reason to place a child on report, or use a behaviour book.

Serious behaviour

There are times when the usual staged sanctions do not apply, for instance, if a child has a fight, or damages another's property. Some further sanctions are listed in Appendix 3, but there are times when children will be either sent straight to Time Out or taken to a member of ELT.

Fighting or violent incidents

On rare occasions, conflict between two children can result in violence. This is totally unacceptable and against the core values of the school.

Depending on the investigation and outcomes of the actions taken by the child(ren), sanctions will be applied as for serious behaviour.

On the first violent incident a letter will go home informing the parents/carers what happened and warning that should the child engage in further violent behaviour during that half term, the child will be excluded.

If there is a second incident that half term, the child will be excluded, either internally or externally (see Exclusions section below).

Exclusions

Only a headteacher or acting headteacher can make the decision to exclude a child from school.

Children may be excluded for offences such as:

- Persistent fighting with other pupils
- Bringing a weapon (e.g. knife) into school
- Smoking on school premises (or other drug abuse)
- Physically assaulting a member of staff
- Acts of deliberate vandalism or causing serious damage to school property
- Behaviour which causes a danger to their health and safety, or that of others
- Persistent verbal abuse to members of staff

There are times when a decision may be made to 'internally exclude' a child (also known as isolation). This means a child will not spend time with his or her classmates, will learn under the supervision of an adult and will spend break times with a senior member of staff. At times, depending on the age of the child, this may mean the child spends learning time in another class. Any internal exclusion will be recorded, the parent or carer seen and a copy of the letter will go into the child's file. (See Appendix 5 and 6 for 'internal exclusion' guidelines for staff, and the behaviour report card that will be used upon reintegration).

Fixed term exclusion

A fixed term exclusion can last from one to fifteen days in one term. However alternative education must be provided for the pupil from the sixth day, so usually the Headteacher would set a period of less than six days. The class teacher must set work for the period of time the child is excluded and the work must be marked when it is returned. A fixed term exclusion is official and a copy of all related paperwork will remain in the child's file.

Permanent exclusion

There are times when a headteacher will consider a permanent exclusion. Permanent exclusion should only be used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. Issues of equality have to be taken into account by a headteacher deciding on this path and DfE guidance is always followed.

If this happens the parent or carer is informed in writing and invited to attend a meeting of the disciplinary panel of governors. The LA Pupil Inclusion Co-ordinator is also informed. The panel hears the reasons why the school wants the child to be permanently excluded, and the parent or carer has an opportunity to present their views. The panel then takes advice from an LA representative and makes a decision whether to uphold the Headteacher's decision or not.

Further information on exclusions from school is available on www.gov.uk. Grange currently uses *Exclusion from maintained schools, Academies and pupil referral units in England. A guide for those with legal responsibilities in relation to exclusion. DfE 57501-2012*

Unacceptable behaviour outside the school premises (“off site”)

Teachers have the power to discipline pupils for misbehaving outside of the school premises “to such an extent as is reasonable” (*Section 90 of Educations and Inspections Act 2006*). School sanctions will apply to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school. This includes misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

It also includes misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

In all cases the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Restraint and use of reasonable force

All school 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.

Headteachers and authorised school staff can also use such force as is reasonable given the circumstances when searching a pupil without consent for prohibited items. Force cannot be used to search for inappropriate items ([see below](#)).

Searching and screening pupils

School staff can search pupils without consent for prohibited items, including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- 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; and
- any item banned by the school rules which has been identified in the rules as an item which

may be searched for (called inappropriate items).

Weapons, knives, extreme or child pornography will always be handed to the police, otherwise it is for a teacher to decide if and when to return a confiscated item.

Confiscation of inappropriate items

A member of staff may confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully as laid out in Section 94 of the Education and Inspections act (2006).

Inappropriate items, as opposed to prohibited items, include:

- Chewing gum
- Sweets
- Toys not intended for "Show and Tell"
- Toy weapons
- Foodstuff containing nuts, particularly when there is a pupil with a nut allergy in the class
- Mobile phones which have not been handed into the office
- Computerised devices which are the pupil's own
- Adult literature
- Medicines, cough sweets and other remedies which could risk the health and safety of children

Differentiation

Many children have behaviour difficulties in the same way as the children have learning difficulties. Therefore there are some children in every class who need support with their behaviour, and for whom the strategies described need to be differentiated. There are many ways of doing this. For example, teachers may use an individual chart or book to record behaviour. This works particularly well if the parent or carer is involved. The teacher should have an agreement to liaise with the parent/carer regularly.

All sanctions and rewards must be recorded, to enable monitoring and auditing.

Informing parents

Parents and carers need to know the good news and bad news about their children. Positive news and celebration is public; certificates, stickers, etc subtly inform the parents that their child has practised good behaviour. We inform parents and carers as regularly as possible of their child's success and achievements.

Should we need to give a parent bad news, then this must be done sensitively and, where possible, in private. If a member of staff wishes to see a parent at the end of the day to discuss poor behaviour, then the parent should be invited into school and a suitable space found to discuss the issue with them. Parents and carers can also be contacted by phone or letter. In the majority of cases staff and parent/carer should arrange a follow up meeting at a mutually convenient time to follow up the incident and discuss improvements.

PROMOTING FRIENDSHIP AND ANTI-BULLYING STRATEGIES

At Grange we are committed to preventing any form of bullying and harassment.

We have defined bullying as:

Planned (deliberate, pre-meditated, intended to hurt someone); **unequal** (by age or number of people involved), **and/or aimed at certain groups**, because of race, religion, gender or sexual orientation; **and repeated** (happens many times over a period). In most cases, it will be all three behaviours together which make bullying different from other unacceptable behaviours.

Bullying and harassment can be racist, sexist, homophobic or attacking age or disability. Bullying can be done remotely, through the use of the internet and mobile phones. Any bullying issues arising must be tackled, discussed and dealt with promptly and effectively.

The school follows the motto that ‘Grange is a Telling School’ and we encourage pupils to take responsibility for their behaviour and attitude towards others, besides reporting poor behaviour they witness.

Through Paths Plus we develop friendship and social skills, whilst also expecting all staff to listen to every child, dealing with and reporting concerns.

A fuller version of our anti-bullying strategies, definitions and how we tackle bullying are included in our Anti-Bullying Policy available on the school website, or from the school office. It is also available on the school’s intranet for staff and discussed regularly with the children.

Reviewing and monitoring

The governing body, headteacher and all staff view the Behaviour Policy as vital to the successful learning and conduct of Grange children.

Therefore this policy will be kept under regular review and formally reviewed with governors once a year, following the formal review with staff in September every year.

It is shared and reviewed with staff at the first Inset of every school year and reviewed regularly throughout the year.

The children are consulted at the beginning of every half term about aspects of this policy and it is continuously reviewed and discussed with the children.

The pupil discipline committee, who will hear any parental objections to fixed and permanent exclusion, will discuss individual incidents.

This policy was agreed by Grange staff in September 2015 and will be approved by governors in October 2015.

It will be formally reviewed in September 2016.

Signed..... Headteachers

Date.....

SignedChair of Governors

Date.....

Appendix 1

Further reading and research

(The majority of these documents are saved on the staff shared area on the school's intranet and some will be in the governors' shared area. Should parents or carers wish for a copy of document listed below which is not in the public domain, they should request this from office staff)

Exclusion from maintained schools, Academies and pupil referral units in England. A guide for those with legal responsibilities in relation to exclusion. DfE 57501-2012

Educations and Inspections Act 2006.

*Special educational needs and disability (SEND) code of practice: 0 to 25 years
Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities. DFE-00205-2013*

SEN Code of Practice 2001 (remains valid until 2018 for children who entered SEND support system prior to September 2014)

Getting the simple things right: Charlie Taylor's behaviour checklists (2011)

Using positive messages – adapted by Diana Valcheva, Maddy Webb and David Winn for Grange staff

Appendix 2

Rewards as suggested by Grange staff in September 2012

Gestures of approval
Humour
Quiet, encouraging talk
Private verbal praise
Public verbal praise (NB make praise specific)
Asking another member of staff to pass on your approval
General praise to the whole class/group for:
 -things going well
 -when routines/rules are followed
Pupils who do not get any warnings, or stay on green all day are recognised every day
Praise in front of governors/visitors
House points
Name in 'Good behaviour' special book
Merit stamps/stickers
Privileges
Special responsibility
Choice of activity
Class/group treat
Tokens
Written comments on work or in planners
Prominent display of pupil's work
Visit to mentor, former teacher, manager, deputy head, head
Credits / certificates
Commendations
Letters and commendations to parents
Always Club
Pupil receive responsibility such as monitors, prefects, etc.

Appendix 3

Sanctions and support as suggested by Grange staff in September 2012

Disapproving look
Verbal reprimand
Move to another seat
Ignore
Consequence procedures relevant to needs/age group
Move child to another class/group temporarily
Setting extra work
Entry in home/school book
Loss of play or free time
'Community service', such as litter picking for poor behaviour towards environment
On report
'Time Out'
Withdrawal from lessons
Behaviour contract with school, pupil and parent / guardian/carer
Return to a teachers' panel/governors' panel/with parent / guardian
Pupils given work to do under parental supervision, returning to school for marking and further work
Team around the child set up with or without outside agency advice/involvement
Case conference with teachers, parents pupil and outside agencies
Counselling
Referral to Pupil Referral Service (Summerhouse) – dual registration, so some pupils can be educated off site for part of the time on a temporary basis
Internal exclusion (child is isolated from peers and break times)
Exclusion – fixed term
Permanent exclusion / managed move



Appendix 4

Communication Sheet Guidelines

<u>Incidents that warrant a Comms. Sheet</u> 	<u>Incidents that do not warrant a Comms. Sheet</u> 
<ul style="list-style-type: none"> ✓ Physical violence ✓ Offensive language ✓ Serious disregard for health & safety ✓ Perceived bullying ✓ SEN concerns 	<ul style="list-style-type: none"> ❖ Low-level disruption (talking, fidgeting etc.) ❖ Lack of focus or effort in lessons ❖ Not lining up correctly ❖ Not following instructions



Please note that the incidents in this section are not to be discounted as unimportant. Class rewards and sanctions should be used to prevent these situations from arising. Involve managers and parents if problems persist.

In the event of a **significant** incident involving a child a Communication Sheet should always be completed.

Please retrieve the current version of the Communication Sheet from the Staff Shared – Behaviour file. Either type, or print and write, the comms. sheet before the end of the day that the incident took place.

Highlight/underline/circle the type of concern that the incident represents.

The incident should be discussed with all relevant parties, where they are given an opportunity to say their side of the story and be listened to.

Please record a summary of the incident including relevant quotes and all names involved in the incident.



Add any actions that have been taken since the incident occurred.



Now make or email copies for the following people: HTs, Inclusion Leader, class teacher and other staff relevant to incident, such as AHT, Team Leader, Learning Mentor, class TA or LSA. Give or email Admin Assistant the master copy and she will file in the Comms. Sheet file in the office and the child's class file.

Appendix 5

Internal Exclusion Guidance

In the event of a significant incident involving a child the following steps will take place:

The significant incident is reported to the relevant member of ELT on duty that day. A Communication Sheet is completed and given to the appropriate members of staff.

Maddy Webb or Diana Valcheva will make a decision on the next steps. If an internal exclusion is decided upon then:

1. The child in question will be informed and their parents called for a meeting.
2. The class teacher and involved member of ELT will hold the meeting and explain the decision and next steps.
3. The next day the child will be out of class either with the relevant member of ELT on duty that day, in an agreed classroom or in the Headteachers' office.
4. Work is to be provided by the class teacher for this day.
5. The class teacher is to notify the office of the internal exclusion and relevant details.

6. The child does not mix with his/her classmates and does not go out to break or lunch play, but does have some short breaks during the day to get some exercise, eat and drink, etc, paying regard to the welfare of the child.

Re-integration begins the next day. This will involve:

1. The parent and child being met in the School Office at 08.55 by a member of ELT.
2. The child and parent will be reminded of the reasons why this decision was taken and what we expect to see from now on. Positive choices to be provided.
3. The Behaviour Report Card (see Appendix 6) is shown to both child and parent and explained. A reward is decided upon and filled in.
4. The member of ELT will take the child to their classroom and support with re-integration. They will stay with the child for at least 15 minutes to ensure the child has settled and then will visit at least once more during the day.
5. The report card will be filled in by the class teacher, or whoever is leading the class and discussed with the child concerned.

As a general rule, internal exclusions will only last one day, but there may be times when a longer period is needed.

The child will be “on report” for a calendar week after the internal exclusion.

Appendix 6

Behaviour Report Card

Name: _____

Week Beginning: _____

1: Excellent

2: Very Good

3: Good

4: Poor

5: Unacceptable

Agreed reward (target) can only be achieved with scores of 1, 2 and 3 throughout the whole week

Target: _____

	Monday	Tuesday	Wednesday	Thursday	Friday	Additional Comments
8:55 – 9:30						

9:30 – 10:30						
Playtime						
10:45 – 11:45						
Basic Skills						
Lunchtime						
Assembly						
1:30 – 3:30						

Teacher Signature: _____

Head teacher Signature: _____

Appendix 7

Grange School Rules

We move around the school quietly and sensibly.

We learn to the best of our ability.

We listen to others and show respect.

We care for our school environment.

We are kind to others.



Appendix 8



The Power of Positive Messages

Summary

The Four "NoNos"

'Why' Questions The word "YOU" The words "NO" and "DON'T" Lecturing/Nagging

Using Praise

1. Catch the child being good!
2. Specific praise: get close to the child, use their name, use praising words, give additional cues

3. *Give instructions that might actually work!*
4. *Make sure you have their attention*
5. *Provide some information: give child an opportunity to come up with their own plan of action.*
6. *Keep it short & sweet*
7. *Use 'I' messages*
8. *Be clear & specific*

Key Phrases

- ✓ *When possible, we should seek co-operation in our classroom*
- ✓ *Always emphasise and express mutual respect*
- ✓ *You get what you give, so give good things.*
- ✓ *Remember the ABC's of behaviour management: Always Build Character*