



GRANGE PRIMARY SCHOOL

Behaviour Management Policy



Grange Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to the values of being: 'Respectful, Ready, and Safe.'

At Grange Primary we aim to:

- Provide a safe, comfortable and caring environment where optimum learning takes place
- Provide clear guidance for children, staff and parents of expected levels of behaviour
- Use a consistent and calm approach
- Ensure all adults take responsibility for managing behaviour and follow-up incidents personally
- Ensure all adults use consistent language to promote positive behaviour and
- Use restorative approaches instead of punishments

Grange Primary Values as selected by the children:

Core Values

- Love
- Hope
- Co-operation
- Respect

Learning Values

- Resilience
- Confidence
- Responsibility

Purpose of the behaviour policy

To provide simple, practical procedures for staff and children that:

- Foster the belief that there are no 'bad' children, just 'bad choices'
- Encourage children to recognise that they can and should make 'good' choices
- Recognise individual behavioural norms and respond appropriately
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

All staff must:

- Take time to welcome children at the start of the day
- Be at the door of their rooms at the start of each session
- Always pick up on children who are failing to meet expectations
- Always redirect children by referring to 'Be Ready, Be Respectful and Be Safe'

The Head teacher and The Senior Leadership Team must:

- Be a visible presence around the school
- Regularly celebrate staff and children whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls/texts/notes home and certificates/stickers

- Ensure staff training needs are identified and met
- Use behaviour records to target and assess interventions
- Support teachers in managing children with more complex or challenging behaviours

Members of staff who manage behaviour well:

- Deliberately and persistently catch children doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all children
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by children
- Demonstrate unconditional care and compassion

Children want teachers to:

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour

Behaviour for Learning

Grange Primary School principles: 'Be Ready, Be Respectful and Be Safe'

We recognise that clear structure of predictable outcomes has the best impact on behaviour. Our principle sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

"When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat children down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour."

Paul Dix, Pivotal Education

The school has 3 simple rules '**Be Ready, Be Respectful and Be Safe**' which can be applied to a variety of situations and are taught and modelled explicitly.

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

*Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.

Our Rules	Visible Consistencies	Over and Above Recognition
1. Be Ready 2. Be Respectful 3. Be Safe	1. Daily meet and greet 2. Persistently catching children doing the right thing 3. Picking up on children who are failing to meet expectations 4. Accompanying children to the playground at the end of every day 5. Praising in public (PIP), Reminding in private (RIP) 6. Consistent language	1. Dojo Recognition boards 2. Certificates 3. Stickers 4. Phone call/text home 5. Verbal praise 6. Notes home 7. SLT praise 8. Class Rewards 9. Show work to another adults 10. Well done book/ HT award 11. Recommendation to HT

Stepped Boundaries - Gentle Approach, use child's name, child level, eye contact, deliver message	
1. REMINDER	I noticed you chose to (noticed behaviour) This is a REMINDER that we need to be (Ready, Respectful, Safe) You now have the chance to make a better choice Thank you for listening <i>Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'</i>
2. WARNING	I noticed you chose to (noticed behaviour) This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson. If you choose to break the rules again you will leave me no choice but to ask you to, (work at another table/work in another classroom / go to the quiet area etc) (learner's name), Do you remember when (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation <i>Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'</i>
3. REFLECTION	I noticed you chose to (noticed behaviour) You need to.....(Go to quiet area / Go to sit with other class / Go to another table etc) Playground: You need to(Stand by other staff member/ me / Sit on the picnic bench/ stand by the wall etc) I will speak to you in two minutes <i>Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'</i> *DO NOT describe child's behaviour to other adult in front of the child*
4. FOLLOW UP – REPAIR & RESTORE	5. What happened? (Neutral, dispassionate language.) 6. What were you feeling at the time? 7. What have you felt since? 8. How did this make people feel? 9. Who has been affected? What should we do to put things right? How can we do things differently?

DOJO REWARD System

1. Meet the Dojo Avatars

			
Love	Hope	Co-operation	Respect
			
Resilience	Confidence	Responsibility	

2. Dojo system

- Each child in every class has a dojo avatar
- The school values are reflected in the positive points that are given
- Points are given at the discretion of each class teacher but should be awarded when a child clearly demonstrates one of the values.
- A child is given a Dojo Dollar everytime they make it to multiple of 10 points in a given week.
- Once awarded Dojo Dollars are stored in a class jar
- The dollars can be used to buy anything from the class shopping list but this must be agreed by the whole class
- The individual totals are cleared at the end of each week
- Midday Meals staff will give out dojo points at lunch times
- Two children should be awarded 'Values in Practise (VIP) Awards' EACH WEEK for demonstrating the values and will be able to place their picture on display in the hall for that week.

Sanctions:

Sanctions should

1. Make it clear that unacceptable behaviour affects others and is taken seriously
2. Not apply to a whole group for the activities of individuals.
3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure

Sanctions need to be in proportion to the action

It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

Adult Strategies to Develop Excellent Behaviour

IDENITIFY the behaviour we expect

Explicitly **TEACH** behaviour

MODEL the behaviour we expect

PRACTISE behaviour

NOTICE excellent behaviour

CREATE conditions for excellent behaviour

Language around Behaviour

At Grange Primary School, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and we should remain professional and calm at all times. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child.

Conversations around behaviour should be conducted, in the first instance, by the staff member taking the class/ group.

Incidents are logged in the class file at the staff member's discretion.

BEHAVIOUR PATHWAY



Reminder
Warning

Reflection
Follow up/Reparative Conversation

*Should you feel, using your professional judgement, a senior member of staff needs to be part of the Follow-up /Reparative Conversation then follow the guidelines below:
Sent to SLT/DHT/HT*

Parents phoned
Parents called to school
Seclusion
Exclusion



Exclusions will occur following extreme incidents at the discretion of the HT. A fixed-term exclusion will be enforced under these conditions:

- The child needs time to reflect on their behaviour
- To give the school time to create a plan which will support the child better
- The child being at home will have a positive impact on future behaviour

If these conditions are not met, other options may include a day seclusion with a member of the SLT or Headteacher.

We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

Physical Attacks on Adults

At Grange Primary School, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves in accordance with our *Physical Intervention and Use of Reasonable Force Policy* and should call for support if needed. Only staff who have been trained in physical restraint should restrain a child.

All staff should report incidents directly to the Headteacher or Deputy and they should be recorded on CPOMS. We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure. In extreme cases, the member of staff may be allowed to go home by a member of SLT.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults we need to still show compassion and care for the child. Exclusion will only happen once we have explored several options and have created a plan around a child.

Permanent Exclusion or Out Of School Transfer

Exclusion is an extreme step and will only be taken in cases where:

- Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered.
- The pupil will be considered to have Special Educational Needs and the procedures for meeting those needs are set out in our SEN policy
- The risk to staff and other children is too high
- The impact on staff, children and learning is too high

Permanent exclusion will be a last resort and the school will endeavour to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of all our decisions.

Beyond the School Gate

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserve the right to discipline beyond the school gate.

Our policy covers any inappropriate behaviour when children are:

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- in some way identifiable as a pupil from our school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school

In the incidences above, the headteacher may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

Out of School Behaviour

The school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good behaviour to and from school, on educational visits or during learning opportunities in other schools
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.
- The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

Sanctions and Disciplinary Action – Off-Site Behaviour

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff. Sanctions may be in the form of withdrawal of privileges, fixed term exclusion or in very serious cases, permanent exclusion. In issuing sanctions, the following will be taken into account:

- The severity of the misbehaviour
- The extent to which the reputation of the school has been affected
- Whether pupils were directly identifiable as being a member of our school
- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).
- Whether the misbehaviour was whilst the pupil was taking part in learning opportunities in another school, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future.

Application

This Behaviour Policy is for all of our school community. If it is to be effective, everyone must use it with confidence and consistency.

There may be occasions when adaptations may need to be applied e.g. swimming pool, science or technology lessons, but the same principles of promoting good behaviour through the policy will always apply.

Adopted by the Governing Body of Grange Primary School on 23 September 2019

COVID 19 ADDENDUM

This addendum is to be used in conjunction with and alongside our full Behaviour Management Policy. The rationale behind its creation is to ensure that the children and staff at Grange Primary School act in a manner that fully supports the very necessary safety measures that have been put in place during the COVID-19 pandemic and national crisis.

Some behaviour concerns referred to in this addendum may have previously been deemed less serious, however; if an action now results in the potential compromising of a person's ability to **socially distance** and **stay safe** it will now be treated in a more serious manner.

This addendum also applies to children with Special Educational Needs, whose specific needs may result in them finding it more difficult to socially distance or self-regulate. Staff will adhere to social distancing guidelines and **will not use** any form of **physical restraint using Team Teach training, soothing or reassurance** for example, **hugs** or **children sitting on laps**.

Due to social distancing, we will be unable to complete the following actions in the Relationship Management Policy:

- Reprimand in private.
- Hold restorative conversations in private
- Repair in private.
- Send a child for an internal referral.
- Send a child for an external referral.
- Share teaching with other teachers and classes.
- Hold face to face conversations with parents.
- Hold a celebration assembly.

Linked to the above, the actions we will take are as follows:

- Staff reminder of appropriate expectations given and scripts used.
- Hold restorative conversations as privately as possible without putting children and staff at risk.
- Repair as privately as possible without putting children and staff at risk.
- Teaching and learning is regularly monitored and shared through Class Dojo electronically.
- Conversations parents are held via phone or email
- Award Class Dojo points as praise and reward throughout Years 1 - 6.
- Reception children are rewarded through verbal positive praise.

Category	Concern examples	Consequences/actions
1	<p>Not taking responsibility to inform an adult if they are experiencing symptoms of Coronavirus.</p> <p>Not following expectations about coughing, sneezing, tissues and disposal (in line with the 'catch it, bin it, kill it' message)</p> <p>Low level disruption in class</p>	<ul style="list-style-type: none"> • Staff reminder given. • Parents / Carers informed by telephone call or email. • General school Relationship Management Policy followed up to stepped boundaries number 3. Beyond this the perpetrator is escalated to level 2.
2	<p>Not following school routine for arrival or departure – once</p> <p>Not following the rules about sharing equipment or other items – once</p> <p>Not following instructions on hygiene, such has hand washing or sanitising – once</p> <p>Not moving around the school as per specific instructions – once</p> <p>Not lining up or sitting following instructions to remain 2 metres apart wherever possible.</p>	<ul style="list-style-type: none"> • Staff reminder given. • Parents / Carers informed by telephone call or email. • Recorded following behaviour reporting on CPOMS linked to Covid-19 updates. Repeat perpetrators escalated to level 3.
3	<p>Repeated incidents from level 2 – more than once</p> <p>Not following school routine for arrival or departure – more than once</p> <p>Deliberately tampering or touching another child's equipment or belongings</p> <p>Deliberately tampering with hygiene materials such as soap or sanitiser</p> <p>Deliberately tampering with bins or the contents of bins</p> <p>Deliberately entering an area or zone that is out of bounds or which may compromise the health of children and staff in another group.</p> <p>Deliberately attempting to socialise with a child from another group</p> <p>Deliberately misusing the toilet areas and facilities</p>	<p>Child will be sent home immediately and a risk assessment will be completed to ascertain when they can return.</p>
4	<p>Deliberately coughing or spitting at somebody</p> <p>Any action that would usually require the need for restraint and which would severely compromise staff ability to remain socially distanced.</p>	<p>Child will be sent home and a risk assessment must be completed to assess if the child can return before September.</p>

There are important actions that children and young people can take during the coronavirus outbreak, to help prevent the spread of the virus.

Preventing the spread of coronavirus involves dealing with direct transmission (for instance, when in close contact with those sneezing and coughing) and indirect transmission (via touching contaminated surfaces).

- Adhere to the social distancing rules in class and in the playground;
- Moving around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing)
- Tell an adult if I feel unwell;
- Not bring things into school from home, or take things home from school;
- Only use the equipment provided to me by school and no other, including using water bottles;
- Not mix with any other children in the school, except for the children in my 'social bubble';
- Only enter and exit the school building from the designated gate and keep a social distance of 2m ;
- Follow good respiratory hygiene: coughing and sneezing into elbow or tissue (catch it -bin it -kill it); and avoiding touching your mouth, nose and eyes with hands
- Follow good hand hygiene – use soap and water for 20 seconds/ hand sanitiser;
- Only use public transport if absolutely necessary and ensure I socially distance and wear a face covering, if I do;
- Behave well at all times to maintain the safety of myself and others;
- Follow these expectations and know that if I don't, I will be sent home and will not be able to come back into school until I can be safe.