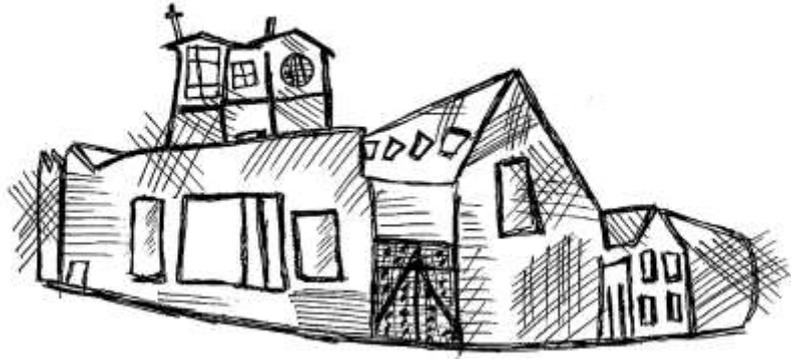


# Grange Primary School



# Behaviour Management Policy

*Belong Believe Achieve*

**Vision:**

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

**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, prizes, house points, Dojo points 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 and every day
- 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.

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 and meetings with parents which will help 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. HT award

#### Key stages 1 and 2 Rewards

Staff take every opportunity to model appropriate and expected behaviour. We understand the importance of the partnership with parents and therefore involve them in both the positive and negative elements of this behaviour plan through regular communication. Each class teacher discusses the school rules and creates a class charter with their class at the beginning of every year and the children are continually reminded of the expectations throughout the year in class and during assembly. We praise and reward children for positive behaviour choices in the following ways:

- All staff congratulate children verbally for good, kind and considerate behaviour;
- Children in KS1 and KS2 receive a Dojo point for great behaviour during a given day (ending the day on VIP card). Dojo points are calculated weekly and the child with the most Dojo points is rewarded with a prize in assembly. Their name is displayed on a communal board (By the school office) and in the weekly newsletter
- \* Each week we nominate 2 children from each class to receive a VIP (Values in practise) certificate for good work or behaviour. Each child receives a certificate and 3 Dojo points. Their name is displayed on a communal board (By the school office) and in the weekly newsletter
- Each week we also nominate one children from each class to receive a commendation for their mathematics and their writing. Each child receives a certificate and 3 Dojo points. Their name is displayed on a communal board and in the weekly newsletter
- Each child from Years 1-6 belongs to a house

\* Each child's Dojo avatar is connected to their house. At the end of the term, the winning house is rewarded with a trip i.e. to the cinema, park, bowling. This encourages collaboration.

\* Children who belong to the winning house and have received an Internal or Exclusion (see sanctions) are not allowed to attend;

• All children begin the week with 30 minutes of Golden Time. They can choose from a menu of activities offered across each year group. Children lose Golden Time for poor behaviour choices (see sanctions);

### DOJO REWARD System

#### Meet the Dojo Avatars

			
Love	Hope	Co-operation	Respect
			
Resilience	Confidence	Responsibility	

#### Early Years Rewards

Children on Green at the end of the day receive a Dojo point (In Nursery this will be a sticker). Dojo points may be introduced in Nursery in the summer term, if appropriate. Every time children reach 10 points, they receive a small prize from the prize box. Staff to monitor which children receive 10 points, so that they can positively target particular children over the weeks.

Reception House points : children in the winning house (most points in a term) will receive an EYFS treat eg movie time / party / disco / time in the big playground

Two certificates per Reception class to be given for children who've shown good examples of the core values / learning attributes every week. Reception certificate winning children to be part of the KS1 'celebration' assembly in the summer term.

#### Key stages 1 and 2 Sanctions

The school has a number of sanctions to enforce the school rules and to ensure a safe and positive learning environment. We apply each sanction appropriately to each individual situation. Detailed below is the system and sanctions which are deployed for different unacceptable behaviours:

1. Verbal warning
2. Warning 1
3. Warning 2
4. Miss 5 minutes of Golden Time
5. Miss a further 5 minutes of Golden Time (-10)
6. Detention – Children miss their playtime and are expected to reflect on their poor behaviour choice (3 detentions result in a letter home and a meeting / telephone call with parents \* see further points sections)
7. Sent to Senior Leaders which is followed by a one-day Internal Exclusion. Child has no playtime or lunchtime play and a letter is sent to the child's parents (5 Internal Exclusions equal an External Exclusion - \* see further points sections)
8. External Exclusion.

#### Possible examples of card changes

- Talking/calling out
- Low-level noise

- Not walking silently around the school
- Swinging on chair
- Wasting own or others time/not focusing on work
- Refusing to complete tasks set

#### Possible reasons to go straight to a Detention

- Insulting (Cussing)
- Teasing others
- Disrespecting adults
- Damaging property
- Lying to an adult
- Playfighting or being dangerous
- Running out of class

#### Reasons to go straight to an Internal Exclusion

- Violence
- Acts of inequality (racism, homophobia, sexism etc)
- Swearing at an adult
- Stealing
- Destroying property in anger
- Bullying including online incidents

#### Reasons to go straight to an External Exclusion

- Hurting an adult on purpose
- Not stopping fighting when an adult intervenes
- Being out of control

#### Further points:

- All children start a new day on the VIP card;
- A Detention Card results in a morning playtime detention and 10 minutes being taken off a child's Golden Time.
- An Internal / External Exclusion results in an automatic Golden Time Detention;
- If a child changes their card to move within warning 1 and 2, they can return to the VIP card if they show excellent behaviour.
- This can be done several times throughout the day at the discretion of the teacher.
- If a child moves their card to -5 or beyond, they cannot move their card back to warning 1 or 2 or the VIP card;
- Children who lose 20 minutes of Golden Time are sent to Golden Time Detention and their names are recorded to identify patterns and to subsequently inform parents.
- Any child who has lost either 5, 10 or 15 minutes of their Golden Time will remain in class but miss this time off the activity that they have chosen.
- First choice of Golden Time activities will be given to children who are missing no time;
- If a child receives 3 detentions their parents will be informed and a behaviour contract/ plan will be put in place and monitored by the SLT team.
- Children who receive 1 or more Internal Exclusions within a given term are not allowed to attend the reward trip if their house wins;
- If needed, a contact book or behaviour contract is set up between home and school. This will be reviewed regularly through a pre-determined timescale and regular meetings between Parents/Carers and class teachers/a member of the school Senior Leadership Team;
- 5 Internal Exclusions in a term results in an External Exclusion.
- In year 6 after SATs, a cross system is introduced in line with the whole school behaviour policy. Children who exceed the total number of crosses set for each of the rewards trips will not be able to attend (this can involve the residential trip if behaviour is deemed dangerous);
- Each term, records of detentions and Internal Exclusions for each child restarts at zero.

#### **Bullying**

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. All incidents are

recorded using CPOMS and taken to a member of the Senior Leadership Team for further action. Incidents are reported to Southwark LA (See Anti-Bullying Policy).

### **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.

### **The role of the school staff**

It is the responsibility of all staff to ensure that the school rules are modelled and enforced in class and around the school consistently, and that pupils behave in a responsible manner during lesson time and on outings or visits. All new staff are given a comprehensive induction in this area. The staff in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. The staff treat each child fairly and enforce the Classroom Code and Behaviour Policy consistently. The staff treat all pupils with respect and understanding. All staff liaise with external agencies, as necessary, to support and guide the progress of each child. The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher or other teaching staff may also contact a parent if there are concerns about the behaviour or welfare of a child or to pass on positive comments.

### **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.

Incidents that take place outside of school may be punishable at school. These may be sanctioned with a detention or an Internal Exclusion depending on their severity;

### **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.

### **The role of the Headteacher**

It is the responsibility of the Headteacher 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 the implementation of the policy.

The Headteacher ensures records of all reported serious incidents of misbehaviour are kept. The Headteacher is the only one with the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of antisocial behaviour, the Headteacher may request the governing body permanently excludes a child. The Headteacher is responsible for notifying the governing body and LA of all exclusions.

### **The role of parents**

The school works collaboratively with parents so children receive consistent messages about how to behave at home and at school. We explain the behaviour system in the school prospectus/ at parent meetings and on the school website.

We expect parents to read these and support them. We expect parents to support their child's learning and to co-operate with the school. We try to build a supportive dialogue between home and school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

We expect parents to treat staff courteously. If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially make an appointment to see the class teacher via the office. If the concern remains, they should contact the Senior Leaders. If these discussions cannot resolve the problem, a formal complaint can be implemented through the school governors (see the Complaints Policy).

### **The role of governors**

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines. The Headteacher has the day-to-day authority to implement the school Behaviour Policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour

### **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, trips etc. But the same principles of promoting good behaviour through the policy will always apply.

This policy will be reviewed by all staff in the September of each new school year. The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations from the annual staff review on how the policy might be improve.

**Adopted by the Governing Body of Grange Primary School on September 1<sup>st</sup> 2022**

Policies for further reference:

- Anti-Bullying Policy
- Single Equality Scheme
- Safeguarding Policy
- Covid 19 policy for behaviour
- Staff Code of Conduct
- Health and Safety Policy