



Behaviour Policy

Reviewed and updated: Spring 2023

Approved by: Governing Board

Signed by the Chair

A handwritten signature in black ink, which appears to read 'Graham Haves', is written over a single horizontal line.

Date: 25th January 2023

Next Review Date: Spring 2024

THE GRANGE PRIMARY SCHOOL

BEHAVIOUR POLICY

INTRODUCTION

At the Grange we endeavour, at all times, to provide the most effective and efficient education that we can in a warm, respectful and caring atmosphere within a quality learning environment. It is our aim to develop in all children the desire to learn and the ability to apply their knowledge. At the same time, we want to help each child to attain the self-esteem and confidence necessary for a full and happy life. Through active learning experiences and subsequent understanding we wish to cultivate in all children not only an appreciation of the need to learn, but also a pride in their work, respect for their surroundings and good relationships with others at home and at school.

AIMS

1. To clarify to all members of the school community what is meant by good behaviour.
2. To maximise the impact which the school can make to encourage good behaviour.
3. To minimise misbehaviour and reduce the possibility of confrontation by creating a consistent, positive structure.
4. To ensure that all staff use a wide range of rewards to motivate pupils.
5. To encourage a positive learning environment where effort, hard work and good behaviour are recognised and rewarded.
6. To ensure that pupils, teachers and parents have a clear understanding of the consequences of misbehaviour.
7. To ensure that all non-teaching staff feel that they have an important part to play in encouraging good behaviour.
8. To encourage pupils to co-operate with one another and enjoy a friendly relationship with all school staff.

ARRANGEMENTS AND PROCEDURES

Whole School

Rules are kept to a minimum.

“The Golden Rules” were composed by the School Council and are prominently displayed in the hall and in each classroom. All children are expected to comply with them. These feature regularly in the assembly programme.

“Golden Rules”

- Respect everyone and everything in our school
- Always share and be kind and caring to everyone
- Listen to each other, be polite and remember our manners
- Be honest truthful and forgiving
- Always try our best
- Enjoy everything! Be happy and always wear a smile

Classroom

We adhere to the principle that ‘prevention is better than cure.’ Well-organised classrooms with appropriately differentiated and stimulating activities promote appropriate standards of behaviour. The school PSHE curriculum incorporates aspects of the SEAL programme.

At the start of each year, the ground rules for each classroom are developed with children. These are reinforced and evaluated regularly and link with the whole school code for behaviour as expressed in 'The Golden Rules.' The number of ground rules and precise wording depends on the age of the children and the outcomes of discussion with them. Where possible, rules are phrased in a positive way.

Classroom routines are established annually and are reinforced and evaluated regularly with the children. These include routines for instances of wet playtime or wet lunchtime when the children are required to stay within the classroom and are under the supervision of a teacher or teaching assistant.

Each teacher has the flexibility to employ an individual system of rewards and sanctions, within the broader framework of the whole school organisation, and to use as wide a range of rewards as possible to motivate children in order to manage behaviour within the classroom. It is essential that all adults within the class team adhere to the system and are consistent and fair.

During the handling of disputes, time is taken to listen to all parties involved in order to gain an accurate picture of what has happened and to ensure each child feels listened to. Any incidents need to be dealt with as soon as possible. This is particularly important for younger children or for children within the resourced classes.

Children are taught how to use a conflict resolution strategy known as ASAP. This requires children to speak calmly to the person who has upset them and to seek a resolution. It is called the ASAP because it is most effective when performed as soon as possible. Older children are also taught that it is an example of an assertive approach.

REWARDS

At all times we aim to use positive reinforcement and praise as an effective means of: -

- teaching and reinforcing appropriate patterns of behaviour
- nurturing harmonious classroom relationships
- boosting self-confidence and as a consequence promoting effective learning.

Wherever possible descriptive praise is used to avoid overuse of meaningless clichés e.g. "I am pleased that you are sitting quietly waiting your turn," rather than "good boy."

Stickers, stamps, certificates, small prizes, etc are used to reward the achievements of individual pupils. Many of these instances are for behaviour related achievement.

The school marking guidelines contain further details of the reward system related to schoolwork.

Daily Rewards

Verbal praise, stickers, stars, stamps are used to reward appropriate behaviour and work.

Attendance Rewards

A prize is awarded weekly to a randomly-chosen child who has 100% and no late arrivals since the start of the school year. All children who have 100% attendance and no late arrivals for the entire school year are rewarded on the last day of the summer term.

Spot Chart Rewards

Children who are "spotted" behaving well, working hard, being polite and helpful are given a spot sticker to place on a chart kept in his/her classroom. When a child has collected twenty spots he/she brings the chart into assembly and exchanges it for a small prize. The child then begins to fill a new chart.

Half termly Rewards.

The final Key Stage Assemblies each half term is used to reward achievement. Class teachers present a small group of children with Special Achievement Certificates to acknowledge, academic or sporting achievement, exceptional behaviour, or specific skills linked to effective learners.

The House System

All children are assigned to one of our four houses (all named after children's writers.) Rewards for good behaviour, attitude, work, homework completion and attendance not only benefit the individual but also their house.

At the end of each term and at the end of the school year, the house with the most points wins a group prize.

SANCTIONS

Teachers have flexibility when employing sanctions, but any strategies used should be within the following guidelines.

- be firm not aggressive
- criticise behaviour not the person
- use private rather than public reprimands
- be fair and consistent

Inappropriate behaviour may be ignored when it is considered to be the best option, e.g. cases of persistent attention seeking.

Sanctions used include:

- The look!
- Verbal warning
- "Time out" away from the group, but in classroom working alone to prevent disruption.
- Loss of privileges e.g. playtime minutes, first choice of activity
- Loss of whole playtime. Children maybe supervised in class or sent to the Think Tank
- Loss of lunch break
- Visit to Deputy Head/ Assistant Head
- Letter home
- Visit to Headteacher
- Parents in to discuss behaviour.

Think Tank

The lowest level sanction is the Think Tank. A child who has displayed inappropriate behaviours or a poor attitude may be told to attend Think Tank.

This involves spending up to 15 minutes at morning break inside with a member of the Senior Leadership Team to reflect on their action/s.

Where possible any withdrawal of privilege should be related to the misdemeanour and should not involve withdrawal from any aspect of the curriculum unless on grounds of safety, e.g. dangerous behaviour at the swimming baths.

When imposing a sanction, it is important to deal with the individuals or groups of children as opposed to the whole class. If it is necessary to withdraw a privilege from a large group of children or whole class, it is important to make it clear to children who are manifesting appropriate standards of behaviour that they are not to blame for the inappropriate actions of others.

Cases of bullying and the use of racist or homophobic language are treated very seriously. Any children concerned will be provided with opportunities to discuss the incident and appropriate counselling will be provided. Wherever necessary parents will be involved. We are requested to record such incidents and report them to the local authority.

All instances of bullying, poor behaviour (except for minor non-compliance) racist and homophobic incidents, concerns over parents and/or parenting are recorded using the CPOMS (Child Protection Online Monitoring System) system.

CPOMS enables children who are on a plan of Child Protection, Child in Need or Early Help to be easily identified.

LUNCHTIME SUPERVISION

Teaching Assistants and welfare staff supervise children over lunchtime and are required to follow the same guidelines when employing rewards and sanctions in order to promote appropriate standards of behaviour. To assist in this process, a member of the Leadership Group is on duty each lunch time to oversee behaviour management and safety.

Half-termly meetings are held with members of the Management Team Group to allow any ideas or issues to be discussed.

At lunchtime a range of play equipment is provided for the children to use and trained Playtime Pals from Year 5 and Year 6 are available to support the games and to seek out any child who needs someone to talk to or play with.

In some of our SEN Classes, it is more appropriate for children to have their morning and lunch breaks as a class. Similarly, some classes eat their lunch with staff in their classrooms. This arrangement ensures that specialist supervision for SEN classes at breaks is always appropriate.

MANAGING CHALLENGING BEHAVIOUR

The above guidelines and procedures are effective for dealing with the majority of children in the majority of cases. However, for a small number of children, or on specific occasions, further strategies may be required. This may be particularly useful when dealing with children in the resourced classes who may have specific behaviour problems.

It may be necessary to develop individual behaviour management programmes (BSPs) for specific children. This may involve devising a system of individual targets and a very specific set of rewards. It is again important to stress that all procedures should be based on the positive and that rewards, once earned, cannot be taken away.

In some cases, the classroom development of rules and routines may need to be more structured and require more discussion and reinforcement.

Some children may manifest extreme behaviour, which puts themselves or others at risk of injury. In this case physical control may be necessary. Please refer to The Policy for Care and Control. Children who need repeated physical intervention will be provided with a Positive Handling Plan.

EXCLUSIONS

Only when all other strategies for modifying non-compliant behaviour have been exhausted or for “one-off” cases of very extreme behaviour will exclusions be considered. This may take the form of a fixed-term exclusion for a period of days (usually one – three) or a permanent exclusion if it is felt that a child cannot remain at the school.