

The Grange School

Behaviour Policy

July 2017

To be reviewed July 2018

This policy needs to be read in conjunction with the 'Policy for the Restrictive Intervention and Positive Handling of Pupils'

This policy relates to guidance from section 89 of the Education And Inspections Act 2006, Behaviour and Discipline in Schools 2016, DfE and Creating a Culture: How School Leaders can Optimise Behaviour, 2017, DfE

Introduction

This policy is intended to set out the standards of behaviour required by the staff, pupils, parents, visitors and governors of The Grange School. At The Grange School, we believe that good behaviour comes from high self-esteem. This applies equally to adults and children. We hope that all adults who work here feel valued, and that all visitors are made to feel welcome and important to us.

The policy, if consistently applied, promotes high standards of behaviour within the school environment by promoting the development of self-regulation and positive behaviour for learning.

The school recognises that pupils with a special educational need or disability, for example, those who have a diagnosis of Autism or display traits of ASD or other neurological conditions, may need support to following school routines and rules.

Therefore we expect:

- All pupils and adults to treat each other respectfully
- All pupils and adults to take responsibility for their own actions
- All pupils and adults to know and follow the school's routines and rules
- All pupils and adults to maintain expected behaviour for learning and social behaviour which complement the school's values of
 - Being connected
 - Being ambitious
 - Being inspiring
 - Being fair

Aims

- To ensure that The Grange School provides an environment where the highest standards of behaviour are expected
- To ensure the school's routines and rules are effectively communicated with all pupils and adults
- To recognise pupils' physical, medical, emotional, psychological, academic and other needs

- To ensure that all pupils can communicate as effectively as possible
- To recognise that some behaviour is a communication of an unmet need
- To support and guide pupils who exhibit inappropriate behaviour by:
 - Treating all incidents of inappropriate behaviour seriously
 - Acting quickly and impartially in such instances following the school's **Behaviour Pathway**
 - Providing **Behaviour Support**
- To encourage all children to recognise good behaviour and to adopt such behaviour themselves. In this way, good behaviour comes from within the children, and is not imposed.
- To encourage respect for themselves and others
- To praise and reward good behaviour for both individuals and groups

We will not tolerate:

- Unacceptable behaviour, such as racist or sexist remarks, remarks that are offensive to individual children, name calling, spitefulness, swearing, hitting, kicking, spitting and biting
- Damage to school property
- Verbal or physical abuse to any member of staff
- Behaviour that disrupts the learning of others
- Behaviour that persistently stops the teacher being able to teach

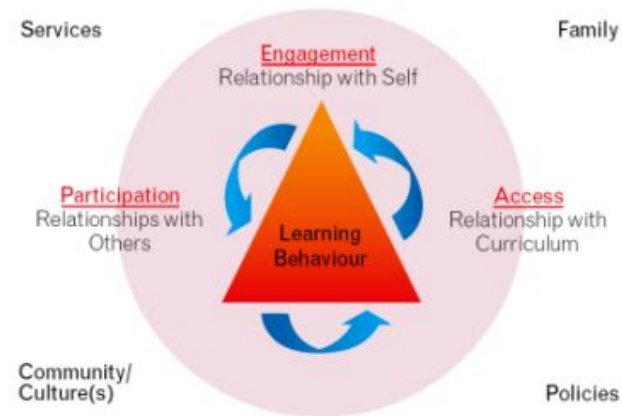
The ways we achieve our aims

Engaging curriculum

At the Grange school we aim to engage pupils in a stimulating and rewarding curriculum through quality first teaching and involving pupils in WOW experiences. For pupils who are having difficulty maintaining expected Behaviour for Learning the SENDCo may use **The Engagement Profile and Scale** and **Anxiety Scale** to assess their Learning Needs.

Behaviour for Learning

Behaviour for Learning emphasises the crucial link between the way in which children and young people learn and their social knowledge and behaviour. In doing this the focus is upon establishing positive relationships across three elements of self, others and curriculum. .



Adapted from EPPI, 2004

Effective rewards and celebrations

As teachers we will promote and recognise good behaviour by example and reward. We foster a positive atmosphere of praise and cooperation. We recognise that each child is an individual and that they respond to praise in different ways. We aim to guide pupils towards intrinsic reward.

Rewards used at The Grange School:

- Class rewards
- Specific verbal praise - e.g. Well done you are showing resilience by not giving up.
- Non-verbal praise – note passed to child, thumbs up
- DoJos
- Additional responsibilities where appropriate
- Show others their work e.g. head teacher
- Celebrating success in Family Assembly
- Presentation Assembly
- Verbal feedback to parents – after school, phone call, Dojo message
- Praise postcards sent home
- Premier League Star of the Week
- Appointment of Behaviour Ambassadors

Behaviour Pathway: Promoting self-regulation and Behaviour for Learning

Each class teacher has their own personal style and behaviour management strategies. The School believe that there should be a framework for behaviour management that underpins the whole school approach. This helps support pupils when they transition from one year group to another. Class teachers should make sure that any LSAs working with them are aware of their system. An **In-Class Visual Behaviour System** can be adapted to suit the age of each class. In addition to this pupils can be supported using the **Behaviour Support Programmes**

In-Class Visual Behaviour System	
Stage	What does it involve? Language, rewards and sanctions
GOLD	Exceptional Behaviour Verbal praise, clear feedback and rewards
SILVER	Beyond expected Behaviour Verbal praise, clear feedback and rewards
GREEN	Expected Behaviour Reinforcement of expectations by repeating learning and behavioural objectives. Rewards can not be given on this stage. Pupil can have one verbal warning - if they do not comply they move on to yellow...
YELLOW	Not expected Behaviour ...and the pupil is given a visual reminder using the in-class system - if they do not comply they move on to Orange. If they do comply they can return to Green. There is an expectation that children will move from this stage quite quickly. JoGo scripted interventions used at this stage to refocus the pupil.
ORANGE	Behaviour that is disrupting learning and teaching Team Teach scripted intervention used to promote the de-escalation of incidents at this stage Pupil is given Time Out until the end of the lesson – at another table in their own class or in view outside their classroom. The teacher will complete a Behaviour Incident Form (BIF) . The teacher & pupil will then complete a Behaviour Report Card (at the end of that lesson) which will agree specific targets (max 3) agreed by the member of staff, child and their adult/s. The aim is for the card to be in place for an appropriate sustained period – all targets are monitored and the card completed at the end of each lesson by teacher. Parents informed by class teacher. If the child has remained focused and the card is completed satisfactorily then they move back to Green. PUPILS DO NOT NEED TO ACCESS THE COOL ROOM AT THIS STAGE

RED

Behaviour that stops learning or teaching

Child is removed from the teaching environment by the LSA linked to the year group and accesses **The Cool Room**. The pupil engages in **The Learning Charter** to re-focus them. It is expected that the pupil will return to the classroom after a maximum of 20 minutes. The class teacher will complete a Behaviour Report Card as for the Orange level and inform parents

Whole School strategies to Promote self-regulation and behaviour for Learning

Scripted Interventions:

There are (JOGO) support materials available for teaching staff that give examples of scripted language to use in five key areas when pupils are:

1. Non compliant
2. The pesterer
3. The questioner
4. Off task non-disruptive
5. Off task disruptive

These can be used by the class teacher or LSA to refocus a pupil who is one yellow or orange levels.

Team Teach De-escalation - used when pupils are causing severe disruption and are on Red and in the process of being removed from class

PUPIL HELP SCRIPTS

These are codes that are used when things are beginning to get difficult. It eliminates misunderstanding. The word YOU is not used and there is no blame or threat.

Initiating talk - use the pupils name but don't say I can see you are angry/cross/frustrated - focus on the event not the emotion

Bob I can see that something is wrong.

Bob I can see that your painting has been damaged.

Bob I can see that the game has started without you.

Bob tell me what's happened and I'll listen.

Come along Bob let's go (to a place you think is appropriate/safe)

Behaviour Support Programmes

Behaviour Report Cards (BRCs)

These are used when a pupil is on Orange or Red level for displaying behaviour that disrupts or stops learning and teaching. The class teacher will set up the targets with the pupil and parents/carers will be involved.

When a pupil is put on a BRC, they will stay on orange (on the in-class visual structure) for the remainder of the day. They will return to green the next day. If they continue to exhibit the unwanted behaviour they can return to orange or go to red which will trigger the need for a BLP and an intervention to address the need.

Behaviour for Learning Plans (BLPs)

If a child persistently exhibits poor or anti-social behaviour (more than once) that stops learning, a Behaviour for Learning Plan will be set up by the Class Teacher. The SENDCo will **observe** the child in class. There may also be a **Time Focussed Observation / ABC Form**, which will provide an in-depth analysis of behaviour. These individual programmes have specific targets for the child to try and achieve and involve them monitoring and discussing their own behaviour, which will be completed at least weekly by the class teacher and the child. Parents are always involved at this stage. Plans usually run for 6 weeks and are reviewed at any time that is appropriate.

Learning Hub

A few pupils may need to attend the Learning Hub because of complex learning or behavioural needs. They will follow **a suitably differentiated re-integration curriculum**. It is designed to meet their immediate learning needs and with the long term aim of ensuring the pupil can return to their classroom and access an age appropriate curriculum.

The Cool Room

Pupils using the Cool Room are experiencing an issue that needs to be dealt with immediately to enable the pupil to return to learning.

Individual Therapeutic Sessions

Pupils may have timetabled interventions delivered by members of the school's Inclusion team which are designed to address the need/s communicated by their behaviour. These programmes typically run for 6 weeks and are reviewed session by session. Parents and carers will be aware of the sessions.

Extended and collaborative support for behaviour

Where necessary the SENDCo will approach other professional agencies for support. This may also involve putting in referrals to Educational Psychologists, Community Paediatricians, CAMHS, School Nurses, SEMH Panel for example.

Lunchtime Interventions used to support behaviour

Access to the library

Lunchtime clubs

Colouring craft club (drop in session)

Blue Benches & peer support

Adult-led sports sessions

Adult-led play sessions

Staff training on behavioural issues

The SENDCos will lead training for LSA's and staff when necessary and attend training themselves to ensure they are kept abreast of national and local initiatives.

Data gathering and analysis

Data will be kept about Behavioural Incident Forms and Behaviour Report Cards to highlight any trends in behaviour and to inform Policy review.

Pupil voice

Elected pupils from each class will be involved in bi-annual reviews of school behavioural systems. Pupils from year 6 will be chosen to be Behaviour Ambassadors to promote the school behavioural values.