

Dream Believe Achieve

BEHAVIOUR POLICY & PROCEDURES

VERSION 4

DATE OF ORIGINAL RATIFICATION: Historic

DATE OF MOST RECENT REVIEW: May 2022

SUMMARY OF CHANGES AT LAST REVIEW

- May 2022
- COVID references removed
- Clarification of high expectations of all children, including those with additional needs: *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, ADHD or other neurological conditions, may need more support to enable them to follow school routines and rules. There is, however, the same high expectations of all children. We know that the behaviours that children see around them, influence their subsequent behaviours, and so it is important that we do all we can to insist our high expectations are met.*
- Addition of evidence and guidance from the Behaviour Hubs programme
- Inclusion, and expansion of explanation, of Behaviour system, including name change to **Behaviour Bands**

- October 2021
- References to KCSIE 2021 added

- October 2020
- Changes to names of Behaviour Lead throughout policy
- Referencing 'Relationships & Health Education' (RHE)
- Combined Behaviour policy with Anti-bullying advice to adults

Dream Believe Achieve

RECORD OF CONSULTATION	
DATE	CONSULTATION DETAILS
April 2020	Consultation with staff
May 2022	Consultation with key staff; reviewed in line with guidance issued at the DSL Forum Re-introduced to all staff
September 2022	Shared with parents via Parentmail

THE GRANGE SCHOOL

BEHAVIOUR POLICY

Behaviour Principles Statement

The Governors at The Grange School, Daventry believe that high standards of behaviour lie at the heart of a successful school and enable children to make the best possible progress in all aspects of their school life. At our school, we value everyone as an individual; capable of growth, change and development. Our relationships are underpinned by the principles of justice, equality, mutual respect, fairness and consistency. We have high expectations that support the development of our pupils as effective and responsible citizens.

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 and positive praise. This applies equally to adults and children by promoting the fundamental British values, positive reinforcement, self regulation and self discipline.

Good behaviour is defined as 'any behaviour that allows the child to flourish'. *(Tom Bennett 2022 Behaviour Hubs Programme Induction event)*

The school recognises that pupils with a special educational need or disability may need more support to enable them to follow school routines and rules. The school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN) will be met. There is, however, the same high expectations of all children. We know that the behaviours that children see around them, influence their subsequent behaviours, and so it is important that we do all we can to insist our high expectations are met by every child.

Our Behaviour Policy, Systems and Norms helps guide children's moral and social awareness. In conjunction with our bespoke curriculum, these teach our children right from wrong; we teach them how to behave well; we teach them how to regulate their emotions; we teach them how to demonstrate the fundamental British Values. These are:

- Democracy
- Rule of Law
- Individual Liberty
- Tolerance & Respect

Good behaviour is a result of a culture of high expectations; where behaviour is managed proactively and where there are clearly-defined systems in place to react to different behaviours.

'More effective schools proactively teach pupils how to behave well and have trained staff to perform their roles.'
(Tom Bennett 2022 Behaviour Hubs Programme Induction event)

Good behaviour occurs in an environment where all people are valued for their contribution and where everyone has a shared sense of responsibility. It is vital that all members of a school community recognise the importance of clear, agreed expectations of behaviour and model this throughout the school. Behaviour management is - like safeguarding - everyone's responsibility!

All persons are expected to model the behaviour which reflects and supports the following school rules which are displayed throughout the school.

Behaviour Expectations

At The Grange School, our behaviour expectations are outlined in what we refer to as the **Behaviour Bands**. The diagram below exemplifies the 'green behaviours' that we expect to see and that we explicitly teach children how to demonstrate.

Whilst 'green behaviours' are an expectation of all children, we believe in the power of praise and reward as a motivator to succeed. We acknowledge when green behaviours are being displayed through a verbal acknowledgement, verbal praise and a system of green stickers. These are used both generally, to reward children for demonstrating green behaviours to an exceptionally high standard and more specifically sometimes. For example, we might target a particular behaviour we wish to improve and may focus on rewarding children whenever this is demonstrated.

In addition, the Behaviour Bands support all adults to manage behaviour consistently. Inappropriate behaviours are categorised into different bands and their level of severity is made clear by the colour of the band they feature in. This helps staff to be confident in their categorisation of a behaviour. If a member of staff is unable to confidently categorise the demonstrated behaviour, they seek advice and support from the Compass Team.

BEHAVIOUR BANDS



DISCOURAGE, SANCTION & SUPPORT MORE FORMALLY	HIGH LEVEL BEHAVIOURS Will endanger people, seriously disrupt learning, cause physical and/or emotional pain, significantly damage the environment, harm our sense of belonging	CONSEQUENCES & OUTCOMES Immediately: staff ensure the safety of all; removal process instigated Compass staff instigate the pupil's plan; when the child is able to 'hear', expectations are clarified 1:1 verbally or non-verbally; pupils are given a short-term target; pupils given time to reflect and adjust; zones of regulation toolkits may be used; SLT informed by Compass Team; After the lesson: class teacher - reasons for the behaviour are ascertained; parents are informed; sanctions are discussed and applied; targeted provision must be implemented to reduce the frequency	EXCLUSION SUSPENSION INTERNAL SUSPENSION LOSS OF PRIVILEGES AFTER-SCHOOL DETENTION
DISCOURAGE, SANCTION & SUPPORT	MEDIUM LEVEL BEHAVIOURS Will disrupt learning, upset others, hurt others, damage the environment, threaten our sense of belonging	CONSEQUENCES & OUTCOMES Immediately: Staff deal with swiftly; expectations are clarified 1:1 verbally or non-verbally; pupils are given a short-term target; pupils given time to reflect and adjust; zones of regulation toolkits may be used; after the lesson: reasons for the behaviour are ascertained; targeted provision may be needed; teach to reduce frequency; parents are informed; sanctions are discussed and applied	BREAKTIME DETENTION
REDIRECT & CLARIFY	LOW LEVEL BEHAVIOURS Could disrupt learning, upset others, hurt others, damage the environment, threaten our sense of belonging	CONSEQUENCES & OUTCOMES Staff spot these; staff consider the cause; staff clarify desired behaviours; staff may make changes; staff prompt verbally or <u>non-verbally</u> ; zones of regulation toolkits may be used; child changes their behaviour	
ENCOURAGE	VALUED BEHAVIOURS Allow everyone to learn, make people feel good, keep everyone safe, protect the environment, maintain our sense of belonging	CONSEQUENCES & OUTCOMES Children are praised and rewarded; feel valued and empowered; valued behaviours are reinforced to all; there is a positive atmosphere;	

Consequences and Sanctions

Alongside the behaviours, we use a corresponding system that outlines the consequences for each instance of inappropriate behaviour. Consequences are also categorised into the same coloured bands, in order that staff can identify proportionate responses to inappropriate behaviours. This also ensures there is consistency across the school in how behaviour is managed. We expect parents to support us in the use of sanctions to improve children's behaviours, in order that they achieve academically, to the best of their ability.

This system of corresponding bands, helps children to understand the relationship between behaviours and consequences. Our overriding aim is to equip children with the strategies and tools to operate with self regulation and self discipline in all aspects of their lives. We want children to be happy, safe and successful. We recognise that for many children, this is a developing process and that children will be continually supported in this development by all members of staff.

When dealing with inappropriate behaviour incidents, staff:

- Identify 'why' behaviour is unacceptable & demonstrate the appropriate behaviour.
- Focus on the behaviour being unacceptable, not the child.

- Know that it's the school rules that help a child to reflect/ develop/ learn about appropriate behaviour and sanctions so there's no need to shout and be intimidating.
- Ensure that sanctions are private and praise is public - wherever possible. However, it is important that all other children know and believe that consequences have been used to try to modify inappropriate behaviours
- Act with consistency because we care about the child behaving appropriately 100% of the time, not 95%
- Use a second member of staff in difficult situations as a witness and for support
- Feel empowered to give consequences / sanctions as per the behaviour bands
- Give consideration to pupils with additional needs, but do not allow this to be used as an excuse for inappropriate behaviour

The school's Behaviour Lead / Senior Leadership Team are always made aware of red band behaviours and consequences, as soon as it is possible to do so, without disrupting learning or any other business of the school. The Behaviour Lead / Senior Leadership Team offer advice and guidance so that staff can manage red band behaviours. Teachers ensure these behaviours are logged in the school's records (SIMs). Only the Head Teacher, Deputy Head Teacher or - in their absence - a designated member of staff - can suspend a child from school. Only the Head Teacher can permanently exclude a pupil.

The Grange School uses detentions - outside of the school working day - as a sanction for certain bands of inappropriate behaviour. Parental consent is not required for detentions, but we will always notify parents when these are imposed.

In the case of extremely challenging, violent, aggressive or disruptive behaviour, we use quiet, safe spaces for children to calm down. We have the authority to use isolation spaces for a limited length of time and it is upto the school to determine the duration of a child's time in isolation. We are always guided by the child's responses in this. Children remain supervised at all times.

School staff have the right to use reasonable force to 'prevent pupils from hurting themselves or others, from damaging property or from causing disorder.' (*DFE Use of Reasonable Force Advice*). Reasonable force can be used to control or restrain pupils, and parental consent is not required. Examples of when we may use reasonable force include (but are not limited to):

- . removing disruptive children from the classroom when they have refused to follow an instruction to do so
- . preventing a pupil posing a risk to their own safety
- . preventing a pupil being a risk to the safety of others
- . preventing physical assaults on pupils and staff
- . preventing a pupil from physically harming themselves through physical outbursts

There is no requirement that staff are trained in methods involving reasonable force, but staff will be made aware of the particular holds / methods that cannot be used. It is important that parents recognise that reasonable force is used to ensure safety and that all staff need to have the authority and confidence to manage a situation as it arises, without having to wait for a trained member of staff to be found. All instances where reasonable force is used will be recorded and communicated to parents.

Staff in our school also have the power to search for and confiscate pupils' property, in order to discipline children; provided this is reasonable and proportionate. In general, confiscated property will be returned to the pupil at an appropriate time or will be returned to the child's parent. The law protects teachers from claims against them for loss or damage to pupils' property.

Staff have the right and power to search - 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.

Weapons, knives and extreme or child pornography will always be handed over to the police, as this is required of us in law.

Inappropriate behaviours at lunchtimes and playtimes should be dealt with on the playground, in line with the methods used in class. It is important that all staff are seen to have the same level of authority. These behaviours should be logged, following the school's system. Class teachers must be informed before the start of the next learning session.

Support for pupils to improve behaviour

As a school, we use a range of supportive measures to help children to improve their behaviour. We recognise that, more often than not, inappropriate behaviour is the result of a child trying to communicate needs to us. We will always try to identify the underlying causes of inappropriate behaviour, in order to address these also.

Universal - for all pupils

- Explicit Behaviour Teaching - 'A Focus On...'
- Citizenship Assemblies
- PSHE Curriculum, which includes British Values
- Reward System

Targeted - for pupils needing additional support

- Reward Charts
- Behaviour Reports
- ELSA support
- Immediate Intervention

Specialist - for pupils needing more intensive, specialised support

- SEMH Panel
- Education Inclusion Partnership support
- Educational Psychologist advice and support

ANTI BULLYING

Definition

Bullying can be described as being 'a deliberate act done to cause distress in order to give a feeling of power, status or other gratification to the bully. It can range from ostracising, name-calling, teasing, threats and extortion, through to physical assault on persons and/or their property. It can be an unresolved single frightening incident that casts a shadow over a child's life, or a series of such incidents.'

Bullying includes incidents/comments related to the race, gender and/or sexual orientation of the person being bullied. This can be characterised by: abusive name calling, comments about appearance/attractiveness, inappropriate touching, sexual innuendo, and homophobic language.

At The Grange School staff, parents and children work together to create 'a positive, caring and mutually respectful environment'. We want our children to be happy, safe and successful and we will ensure that everyone feels valued in school. Bullying, either verbal, physical or indirect will not be tolerated. It is the responsibility of all to aim to prevent occurrences of bullying and to deal with incidents quickly and effectively.

Bullying can be brought to the attention of staff either by the victim(s), their friend(s), their parent(s) or other interested people.

Strategy Guidelines for dealing with bullying

Identification of Incidents

In order to identify incidents of bullying and the identities of bullies, at The Grange School we have agreed to carry out the following strategies:

- ◆ All staff watch for early signs of distress in pupils
- ◆ All staff listen, believe, act
- ◆ Peer Mediators / Buddy System are there as a child's first contact point, if they feel they cannot tell an adult.
- ◆ Butterfly Box in classrooms where children can put written notes if they feel they cannot speak about their problem
- ◆ Butterfly Box in the main corridor where children can put written notes in order that our Wellbeing Lead (Janice Hennessy) will make contact with them, knowing that they may need support

Behaviour perceived as bullying should be logged as soon as possible as per the Behaviour Policy. The class teacher will speak to all concerned and will implement appropriate action. In addition, all proven allegations of bullying must be brought to the attention of the Head Teacher, in order that they can be recorded in the school log. In some cases of severe bullying, a fixed term exclusion may be used, with clear expectations of behaviour discussed with the child and parents, upon return.

Following discussions with students and parents we may involve external agencies to work with either the bully or the victim depending on need.

Prevention of Bullying

- ◆ Through assemblies and specific lessons, ensure that all students are aware of what types of behaviour are inappropriate and what are the effects of bullying; including specific proactive work on prevention of bullying on the playground
- ◆ Raise awareness of how to be an "active bystander"
- ◆ Raising self - esteem in all children; including specific work with any children perceived as bullying or being bullied
- ◆ Through the RHE curriculum, provide forums for discussing issues related to bullying and developing personal strategies for dealing with bullies.
- ◆ Make all pupils aware that they have the right to take action against bullying behaviour.
- ◆ Provide parents with guidelines about how to help their children.
- ◆ Deal seriously and sensitively with any complaints of bullying.

The school employs an Emotional Literacy Support Assistant and a Wellbeing Team to lead such work. Other professionals may work with the pupil or family.

