

Dream Believe Achieve

BEHAVIOUR POLICY & PROCEDURES

VERSION 3

Amended May 2020 following Covid-19 pandemic and advice given by the UK Government

DATE OF ORIGINAL RATIFICATION: Historic

DATE OF MOST RECENT REVIEW: October 2020

SUMMARY OF CHANGES AT LAST REVIEW

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

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RECORD OF CONSULTATION	
DATE	CONSULTATION DETAILS
April 2020	Consultation with staff

THE GRANGE SCHOOL

BEHAVIOUR POLICY

Due to the Covid- 19 pandemic our behaviour policy has been amended in line with Government advice for the reopening of schools. Any incidents of inappropriate behaviours will be considered at this time and dealt with in accordance with this policy. School will follow the Department for Education guidance and social distancing will be adhered to. This is to protect our pupils, staff, parents and visitors; following the advice set out by the UK Government.

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.

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 support following school routines and rules.

An effective behaviour policy will

- Identify the boundaries for 'what is' and 'what isn't' acceptable behaviour.
- Give children, staff and members of our school community clear and consistent guidelines for the way in which positive behaviour will be rewarded and negative behaviour sanctioned.
- Play a vital role in ensuring that all children achieve their academic potential.
- Help children's moral and social awareness, including that of the fundamental British Values.
- State clearly the procedures for exclusion (to be read in conjunction with our Exclusion Procedures document).
- Outline roles and responsibilities for pupils, parents and staff
- Recognise the individual needs of pupils and support the SENCo to provide appropriate provision for these pupils.
- Ensure all pupils can communicate in appropriate ways.
- Be written in collaboration with staff and pupils from selected year groups.

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.

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

At The Grange School we expect all children to:

- **Follow and adhere to social distancing (yellow markers on ground) upon arrival and departure to and from school**
- **Move from the entrance to their allocated work space** quietly, sensibly and respectfully **following one way systems, keeping distance in the line and not entering out of bounds areas (clearly displayed in school)**
- Keep hands, feet and unkind words to themselves
- Do what they are asked by all members of staff straight away
- **Only socialise and interact with pupils and staff at school who are in their ‘bubble’**
- Work and play in a way that does not disturb **or increase risk to others in their ‘bubble’**
- **Follow rules about equipment that they cannot share, including water bottles.**
- Help keep each other, and all the things in our school, safe
- **Wash their hands with soap and water regularly for the advised 20 seconds**
- **Only use toilets within allocated work space**
- **Sneeze or cough into tissues (‘catch it, bin it, kill it’)**
- **Inform an adult if they are feeling unwell**
- **Avoid touching their mouth, nose and eyes with hands**
- **Stay in their allocated work space and when outside follow adult advice on where they can and cannot play (this will be clearly displayed)**
- Speak to and treat all people with respect
- **Coughing or spitting at or towards any other person will NOT BE TOLERATED**
- Follow the school routines

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 most children, this is a developing process and that children will be continually supported in this development by all members of staff.

REWARDING CHILDREN’S ATTITUDE TO WORK & BEHAVIOUR

As a school, we believe that our focus should be on recognising the achievements and positive behaviour that children display. With that in mind, we employ a wide range of strategies to recognise and reward good attitudes and desirable behaviour; both in individuals and in whole class groups.

These strategies include:

ON-GOING INDIVIDUAL PUPIL AWARDS:

- Good work ethics
- Effort
- Positive attitudes

- Demonstrating British values eg Democracy, The rule of Law, Individual Liberty, Mutual Respect, Tolerance of those of different faiths and beliefs
- Resilience
- Demonstrating desired behaviour

Verbal praise, non-verbal praise eg high five, thumbs up, postcard, Dojo, Headteacher time, verbal feedback to parents

WHOLE CLASS RECOGNITION

- Whole class work
- Whole class behaviour
- Whole class team work

Class Dojo, Twitter mention, visit from the behaviour lead, behaviour award (monthly certificate from behaviour lead), whole class recognition eg extra outdoor play, class games, extra ipad time.

WEEKLY AWARDS:

- Celebration assembly with family
- Presentation assembly

Celebrating class work and dojo awards, presentation of individual and class work.

TERMLY AWARDS:

- Superhero Celebration

CONSEQUENCES OF INAPPROPRIATE BEHAVIOUR

Breaking of school rules:

During this COVID19 pandemic, we expect children to follow our new rules to keep everyone safe. Where children do not follow the rules, we will support them to do so. Should wilful refusal to comply continue, children will not be allowed to attend school.

- Consideration is given to Special Educational Needs & other identified children who require an individual approach.
- Identify 'why' behaviour is unacceptable & demonstrate the appropriate behaviour.
- Focus on the behaviour being unacceptable, not the child.
- 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.
- Sanctions should be private and praise in public wherever possible.
- We discipline 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.

- All staff are empowered to give sanctions as per the behaviour triangle

SUPPORT FOR BEHAVIOUR

- Report cards- Children on report cards will be sent to Behaviour Lead at 3pm to have them signed. Parents/ carers will be spoken to at the end of each day.
- 1:1 work with the ELSA - Appropriate levels of intervention will be put in place to support the behaviour. Work on Restorative Justice will be implemented
- 1:1 work with Behaviour Lead - Appropriate levels of interventions will be put in place to support the behaviour. Work on Restorative Justice will be implemented
- 1:1 work with SENCO assistant - work together to complete a behaviour for learning plan.
- Removal from situations that may cause behaviour concerns eg break time and lunch time play (alternative arrangements will be made appropriately which will include peer socialisation, physical activity and fresh air)

During break and lunch time if a child's behaviour is orange or red then the child is to be removed from the situation and placed under the care of the behaviour lead who will deal with the behaviour as per the behaviour triangle. If a child refuses to accept the support for their behaviour then a phone call home will be made and parents will collect.

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 (ELSA - Nicole Jenner) and a Wellbeing Team to lead such work. Other professionals may work with the pupil or family.