



The Grange Trust

Behaviour Policy

Rationale

The Grange Trust recognises the right of all within the trust to learn, play and work in a safe, supportive and stimulating environment. We are a respectful and caring community. We aim to do our best at all times and strive to be considerate to others, regardless of any differences. We acknowledge that knowing and understanding children, their differences and similarities must be at the heart of our behaviour practices. We believe that confidence and self-esteem as well as attitudes to learning affects all thinking and behaviour and impacts on learning and achievement. We work hard to provide positive experiences of learning that enable children to achieve their full potential.

Introduction

All members of our community recognise the need to be good role models. Throughout school life, we are seeking to develop positive attitudes, raise self-esteem, promote high standards and a love of learning for life. This is achieved through:

- Creating a buzz for learning
- Providing a warm, secure, welcoming environment
- Teaching a dynamic challenging curriculum which meets the needs of all learners
- Providing an inspirational, exciting place to be
- Promoting high expectations and a love of learning
- Valuing everyone's contribution and respect each other
- Nurturing strengths and celebrate achievements
- Acquiring skills for life
- Building partnerships with others to improve outcomes for our children and our families

Whilst also recognising recommendations and requirements:

- OFSTED Inspecting Equalities Briefing April 2014
- Equality Act 2010
- Education Act 2011
- Education and Inspections Act 2006
- Behaviour and Discipline In schools February 2014
- Academies Funding Agreement October 2014
- Keeping Children Safe In Education April 2014
- Working Together to Safeguard Children March 2013

Principles

- Every child has the right to learn
- All have the right to learn and work in a safe environment
- All have the right to be treated fairly and with respect
- All have the right to be listened to and supported to modify our behaviour
- Rules support our right to learn and to be safe in the school environment
- Rewards celebrate making the right choices and success
- Sanctions help take responsibility for actions and support making the right choices in future
- An awareness of individual needs and circumstances is needed to ensure fairness and equality
- Modelling positive behaviour is effective in teaching children how to behave
- Pastoral support will support the teaching and learning of behaviour
- Communication around positive behaviour, behaviour management strategies and with the school community is essential to provide a consistent approach
- An agreed approach will be used to respond to incidents of inappropriate and positive behaviours
- The policy will be reviewed annually and will take into account monitoring data including voice of children, parents and staff

Responsibilities

All staff are expected to model high standards and expectations of both learning and behaviour. Staff are expected to create a calm environment where positive behaviour is promoted, talking and reasoning with children appropriately. All staff are expected to take responsibility for behaviour management at all times. The deputy head teacher will be responsible in the first instance for dealing with all instances of inappropriate behaviour and for checking on those children subject to behaviour reports and frequent red cards. In his absence this will be shared by the assistant head teachers. This will be daily for those on a behaviour report and weekly as part of reviewing those in receipt of red cards. The head teacher will be responsible for dealing with frequent, repeated incidents of inappropriate behaviour, those who are on a behaviour report for the third time and those who behaviour meets the criteria for either a fixed term or a permanent exclusion.

Expectations

Our expectations at all times are that adults and children will:

- Be Respectful
- Be Safe
- Be Kind

In the classroom therefore we expect children to:

- Follow the school rules
- Listen and follow instructions
- Complete the agreed work responsibly and to the best of their ability in the agreed timescale
- Work independently when asked
- Work as a team when asked
- Support each other with both learning and behaviour
- Use good manners towards children and adults
- Let others get on with their learning
- Participate appropriately in whole class learning sessions
- Walk around the classroom
- Keep the classroom tidy
- Sit on the chairs provided
- Sit on the carpet when asked

- Look after the equipment provided (pen, pencil, ruler, locker or specialist equipment given for specific activities)
- Share and use resources sensibly returning them to the correct place
- Take on board advice given as a means of improving attitude and behaviour as well as their learning
- Treat others as they wish to be treated themselves

Around school (for example in the hall, in the corridors, in the middle room) All staff are expected to take responsibility for behaviour around school:

- Walk sensibly on the left at all times
- Walk quietly
- Hold the door open for adults, visitors and other children
- Consider others who are still working
- Line up quietly in single file outside the classroom if there is still learning taking place inside
- Talk to each other in a calm, friendly manner
- Keep all areas tidy

In the playground we expect children will:

- Be friendly and polite
- Allow others to join in games/chats
- Use appropriate language
- Accept the decisions of the adults
- Play sensibly
- Apologise for hurting/upsetting others
- Look after the equipment provided
- Ask an adult on the playground before you come back into school
- Collect an orange card to come into school for first aid or the toilet
- Solve disagreements calmly and with the help of an adult if needed
- Wear appropriate clothing for the weather conditions (i.e. a sunhat in hot weather, a coat in cold weather)
- Walk **immediately** to their line when the bell goes
- Stand in a straight quiet line and wait the instruction of the teacher
- Walk in single file to the classroom
- Walk up the steps in single file on the left hand side

In the hall at lunchtime we expect children will:

- Take coats off and put in lockers before coming into lunch
- Walk into the hall
- Line up quietly in single file whilst queueing for lunch
- Use good manners when being served lunch
- Sit at the table to eat
- Use a knife and fork to eat main course
- Use a spoon to eat puddings
- Eat all their main course before asking for pudding
- Clear away plates/bowls/knives/forks when finished eating
- Go straight out to play when they have finished eating

Rewards and Consequences

We aim to provide a healthy balance between rewards and consequences. Children can expect fair and consistent application of both rewards and consequences whilst at the same time, recognising that there are times when systems need to be adjusted to take into account individual circumstances.

Rewards include:

Tokens:

Bronze -125

Silver -175

Gold -250

Children will have a token bag relating to the colour tokens they are collecting which they will be encouraged to fill. When they fill the bronze bag they will be rewarded in a 'badge' assembly a bronze badge. This will then be exchanged for a silver bag to fill. When the child fills the silver bag they will then be rewarded in a 'badge' assembly their silver badge. This will be exchanged for two gold bags to fill. When the child fills the gold bags, they will be rewarded in a 'badge' assembly their gold badge. Children with gold badges will be invited to enjoy a special treat with the head teacher.

Teachers will keep a record of the tokens collected to ensure children achieve the correct amount before trading in for their badge. No more than two tokens can be awarded in a single transaction. Criteria for awarding tokens are outlined in the appendix to this policy.

Parents will be informed when their child is to be awarded their badge and invited to join us for the 'badge' assembly.

- Weekly golden time - 30 minutes per child each week normally on a Friday afternoon
- Always club - 30 minutes special activity each half term
- Verbal praise to children
- Verbal praise to parents about their children
- Verbal praise to other staff about children's behaviour/attitude/learning
- Non- verbal praise (for example a smile, a thumbs up)
- Weekly achievement award one per class (a place on the golden bench in the achievement assembly)
- Weekly class attendance award
- Sending children to the head teacher with great work/for a specific achievement
- A message home in the learning planner
- Recording great learning as a magic moment in the learning planner
- Special responsibility jobs
- Participation in school trips, sporting events, school events - Trips and school events are classed as privileges in school. If a child chooses not to follow rules in school, they are choosing not to take part in school events and trips based on health and safety grounds. This sanction is only invoked when others have not been successful in changing a child's behaviour. Parents will be informed when the decision is taken for a child not to participate in a trip, sporting event or school event. This decision will be taken by the Head Teacher, Deputy Head teacher, or assistant head teachers.

Consequences

Children will learn that there are consequences to their actions and the choices they make as this is a life skill. All staff are responsible for promoting high standards of behaviour. If a child exhibits inappropriate behaviour staff should follow these overriding rules:

1. Stay calm
2. Reason and explain the behaviour that is unacceptable why the behaviour is unacceptable and what the consequence will be.
3. Remember it's the behaviour that is unacceptable not the child.

Unacceptable behaviour includes:

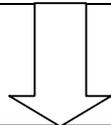
- Biting
- Spitting
- Hitting
- Kicking
- Punching
- Any form of violence
- Throwing objects
- Temper tantrums
- Non Compliance/Defiance
- Swearing
- Bullying
- Making unkind remarks
- Making racist/homophobic/sexist comments
- Damaging property
- Answering back
- Arguing with adults
- Rudeness
- Aggression towards adults or other children
- Stealing
- Ignoring instructions
- Running away from members of staff when called
- Telling lies
- Forming gangs

Disruption to learning will not be tolerated. Staff will follow the procedure outlined below. Where there is persistent disruption to learning, the child must be sent to work in isolation where they cannot be disruptive, supervised by the head teacher. Children must not be sent to stand outside classrooms or sent to another class to work where there is a chance they will disrupt the learning of others.

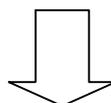
Where the head teacher is unavailable the child must be sent to work in isolation with the deputy head teacher.

The following process will be followed when children do not adhere to the rules and expectations set out:

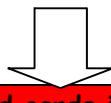
Level 1 - Verbal Warning
A verbal warning is given
Say if you continue a yellow card will be given because.



Level 2- Reminder
A yellow card is given
Say if you continue a red card will be given because.



Level 3 - Final Reminder
A red card is given
Loss of golden time - 5 minutes. Notify parents. Record on behaviour log in SIMS.



Level 4 - 3 x red cards in a week
Assess behaviour - set targets, behaviour report - 5 minutes. Notify parents. 3 behaviour reports will result in a letter home from the head teacher and further discussions regarding next steps. Consideration will be given to exclusion.



Level 5
Fixed Term Exclusion from School:
1 day
2 days
3 days
4 days
5 days up to 15 days



Permenant Exclusion

Staff will follow the school based consequences when inappropriate behaviour is displayed. There will be occasions when there is a need to move to stage three. Criteria for this are outline in the appendix.

Personalised provision will be put into place for those who may demonstrate persistently high level concerns. This will include a personal, social and emotional assessment using PIVATS along with pastoral support from the specialist teaching assistant. Discussions will be held with parents with regard to provision.

Fixed Term and Permanent Exclusion

Only the head teacher has the power to exclude a child from school. A pupil maybe excluded for one or more fixed periods or permanently. A fixed period exclusion may be extended or converted to a permanent exclusion. Informal exclusions for example sending a pupil home to 'cool off' will not be applied. An exclusion maybe applied at lunchtimes and will be treated as half day exclusion for each lunchtime. The decision to exclude a pupil must be lawful, reasonable and fair. The academy will not discriminate against against pupils on the basis of protected characteristics such as disability or race. Consideration will be given to the fair treatment of pupils who are considered to be vulnerable (i.e. those with particular needs, those who are looked after by the local authority or those who are subject to child protection planning.) Where concerns exist around behaviour causal factors will initially be explored, along with discussions with parents where it will be highlighted that the child is at risk of exclusion. Intervention will have been put into place to eliminate causal factors and consideration given to a multi- agency approach.

The decision to exclude a pupil permanently will only be taken when:

1. There has been a **persistent** breach of the behaviour policy
2. There has been a **serious** breach of the behaviour policy.
3. Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in school.

When a decision to exclude a pupil has been taken, the head teacher will, without delay, notify parents of the period of exclusion and the reasons for this. This will be done in writing and delivered directly to the parents, or by post. The following information will be given:

1. Reason for exclusion
2. The period of exclusion - whether this is permanent or for a fixed period
3. Parent's right to make representation to the governing body and how the pupil may be involved in this
4. How representations are made
5. That for the first five days of an exclusion, parents are legally required to ensure that their child is not present in a public place during school hours without reasonable justification and that parents may be issued with a fixed penalty notice or prosecuted if they fail to do so.
6. The arrangements to enable a child to continue his/her education prior to the return to school or prior to the start of alternative provision
7. The arrangements for reintegration back into school once the exclusion has been spent (only applicable in the case of a fixed term exclusion)

The head teacher will also notify the Trust board and the local authority without delay of a permanent exclusion, exclusions longer than five days and exclusions which may result in the pupil missing a national curriculum test. In line with The Education Regulations 2006, within 14 days of a request, the head teacher must notify the Secretary of State information about exclusions within a 12 month period.

For a fixed period exclusion of more than five school days, the Trust Board must arrange suitable full time education for any pupil. This provision must begin no later than the sixth day of exclusion. The school will take reasonable steps to provide and mark work during the first five days of an exclusion. This work will be achievable by the child outside of school hours. A reintegration meeting to discuss a child's needs on return following a fixed term exclusion will take place between the head teacher, parents and pupil and an appropriate behaviour support plan put in place to avoid future exclusions. This could include a family CAF or a pastoral

support programme. For permanent exclusions, the local authority must ensure a full time placement is identified in consultation with parents.

Where a decision has been made to permanently exclude a pupil, parents may request the right for the decision to be heard by an Independent Review Panel. This panel should consist of 3 or 5 governors who should have no previous knowledge of the case. A member of the Local Authority's exclusion team should be invited to attend the hearing.

For Further support and guidance please refer to 'Exclusion From Maintained Schools, Academies and Pupil Referral Units in England - A guide for those with legal responsibilities in relation to exclusion - DFE. RMBC - Guide to Exclusions - June 2014.

Managed Moves

A Managed Move is recognised as a possible alternative to a Permanent Exclusion. These should be implemented in accordance with the RMBC Managed Moves Protocol. If the pupil has an education health care plan then a separate and discrete process is followed drawing on guidance from the SEN Assessment Team.

Monitoring of Behaviour in School

Behaviour is monitored on a weekly basis by the deputy head teacher. Class teachers will complete a weekly behaviour log to be submitted to the deputy head teacher on a Friday morning. This log records who has received yellow and red cards. The deputy head teacher will discuss with those children who have received red cards, the reasons for the red cards and the consequences should inappropriate behaviour persist. Where necessary i.e. where a child is constantly subject to a behaviour report, the deputy head teacher will arrange to meet with parents and discuss their child's behaviour in an attempt to work in partnership to resolve any underlying issues as well as in an attempt to work together to reduce incidents of inappropriate behaviour. The deputy head teacher will submit a half termly report outlining persistent offenders and reasons for persistent behaviour issues to the head teacher who will analyse the information for trends, i.e. class, gender, disability, ethnicity, year group. Where necessary further discussions will be held with the inclusion leader in order to identify specific support needs and relevant agencies that may work with the child to support them with their behavioural needs.

Policy Review

In line with statutory requirements, this policy will be reviewed annually with the outcomes of monitoring processes, including discussions with parents and staff taken into consideration.

Date of Policy: May 2016

To Be Reviewed: May 2017

Criteria For Immediate issue of Red Cards

- Biting
- Spitting
- Lying
- Swearing and or inappropriate language
- Fighting - including play fighting
- Kicking
- Hitting
- Punching
- Pushing
- Grabbing
- Violence
- Hurting others
- Bullying including persistent name calling
- Disrespect towards any adult working in school e.g. arguing, answering back, refusing to follow instructions, inappropriate facial expressions, inappropriate actions
- Stealing
- Deliberately damaging school or others personal property

Criteria For Awarding A Single Token

- Full marks in spelling/tables/grammar/big maths tests
- Making progress in their learning
- Resilience
- Teamwork
- Independence
- Respect
- Being Kind
- Being safe

Criteria For Awarding Two Tokens

- Acts or works beyond expectations

Please note no more than two tokens maybe awarded in a single transaction by an individual member of staff.