



The Grange Trust

Behaviour Policy May 2020

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 academic and personal excellence

Whilst also recognising recommendations and requirements:

- Equality Act 2010
- Education Act 2011
- Education and Inspections Act 2006
- Education Regulations 2014
- Behaviour and Discipline In schools January 2016
- Academies Funding Agreement
- Keeping Children Safe In Education September 2018
- Working Together to Safeguard Children July 2018
- Guidance for Safer Working Practices for those working with children and young people in education settings

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
- Teaching assistants 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. It is important that good behaviour is modelled by adults and strong relationships adult to adult as well as child to child are modelled and developed by:

- Smiling
- Show warmth
- Using positive body language
- Having a positive attitude
- Praise in public, punish in private
- Being fair
- Using the name of the child/adult communicating with
- Listening carefully

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
- 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 and at the table provided
- Look after the equipment provided (pen, pencil, ruler, locker or specialist equipment given for specific activities)
- 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
- Keep themselves and others safe by washing hands, maintaining social distance, taking care of their own equipment
- Being respectful by following the instructions given by the class teacher and accepting the decision made by the adults

Around school

- Walk sensibly all times following the route directed
- Walk quietly
- Hold the door open for adults, visitors and other children
- Consider others who are still working
- Talk to each other in a calm, friendly manner
- Keep all areas tidy
- Observe social distancing

In the playground we expect children will:

- Be friendly and polite
- Use appropriate language
- Accept the decisions of the adults
- Play sensibly and safely
- Apologise for hurting/upsetting others
- Ask an adult on the playground before you come back into school
- 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)
- Observe social distancing using the squares provided
- Walk in single file to the classroom observing social distancing
- Walk up the steps in single file on the left hand side

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

All staff and children are registered to use class dojo. Class dojo is a points related system which enables staff to award points for good learning and behaviour. These points are shared with parents. Running totals are kept and children are given regular opportunities to visit the dojo shop where they can choose to save or spend their points. Once they have spent their dojo points, these are updated from children's running totals.

Other rewards used are:

- Verbal praise to children- always use the child's name
- 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
- Sending children to the head teacher with great work/for a specific achievement
- A message or picture of great work to parents on dojo

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. Using the child's name 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

Consequences

Staff will use the behaviour tracker below to track the behaviour of each child during the day. Each child starts the day on good to be green. A visual chart will be displayed with each child's name (this can be on the IWB) so they can see their position throughout the school day.

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

<p style="text-align: center;">Good to be green All children start the day 'good to be green' Children remain here whilst they are demonstrating positive learning behaviours Dojo points can be added for children ending the day on 'good to be green'</p>
<p style="text-align: center;">Warning Verbal warnings are given at an age appropriate level for breaking school rules</p>
<p style="text-align: center;">Yellow Card Given when children continue to break school rules despite the verbal warning</p>
<p style="text-align: center;">Red Cards Given when negative behaviour continues despite them having a formal warning about behaviour. Parents notified by dojo. Red incident recorded on arbor by the teacher</p>
<p style="text-align: center;">Internal Exclusion HT notified when the learning of others is disrupted or when all of the above appear not to be having an impact on changing behaviour. The length of time spent will be no longer than a full day and will be determined dependent on the severity of the behaviour. During this time they will complete work set by the class teacher. Parents will be informed by dojo. Incident recorded on arbor</p>
<p style="text-align: center;">Exclusion When behaviour endangers the child or others around them including adults including violence consideration will be given to fixed term exclusion or permanent exclusion – See Exclusions policy</p>

Behaviour Reports

Where children receive 3 red cards in a week a behaviour report will be put into place. This will be shared with parents through dojo or via a telephone conversation. Following parental discussion it may be necessary to involve other agencies such as early help or mind. Support and advice around this maybe sought for the SENDCO/DSL. Daily feedback will be given to the child's parents about behaviour throughout the school day. Staff will set a behaviour a target which children will need to follow. At the end of each learning session children will be sent to the head teacher with their behaviour report. Where children have had a positive session they will be rewarded with Dojo's, where they have continued to demonstrate negative behaviour children will be asked to complete a BRILL sheet before they return to class. If children are on behaviour report it may be appropriate to remove other privileges until their behaviour goes back to green and they are removed from report. The head teacher will decide when children can come off behaviour report.

Behaviour Plans

Children with SEMH difficulties who demonstrate unsafe behaviours will have a behaviour plan, risk assessment and positive handling plan in place drawn up by the SENDCO. All staff are TEAM TEACH trained and will use this in line with a child's handling plan when their behaviour is unsafe. The school has a positive handling policy in place. These children will be known to agencies and support and advice from agencies will be drawn on when writing such plans. Parents will also be involved. All staff will be made aware of the behaviour plan and will ensure they follow this to allow consistency in the way that children are dealt with. A child friendly version of the plan will be shared with the child so they are aware of the consequences of their actions.

Early Years

We believe that high expectations of behaviour begins when children start school. This approach applies to all our children including nursery.

Monitoring of Behaviour in School

Behaviour is monitored on a weekly basis by the deputy head teacher. Class teachers will record red cards on arbor. Weekly monitoring of this will be carried out by the leadership team to look for patterns, triggers and to identify children who are demonstrating difficulties so that this can be unpicked. Monitoring information will also inform the review of the policy.

Policy Review

This policy will be reviewed and published annually.

Date of Policy: May 2020

To Be Reviewed: December 2020

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.