

# BEHAVIOUR AND RELATIONSHIP POLICY



Policy Lead	Ian Lambie
Member of leadership team with lead responsibility for oversight and update of policy	Rebecca Marshall
Approved at SLT	September 2023
Approved at School Standards Committee	October 2023
Policy review cycle	Annual
Next Policy review date	September 2024

# Grange Park Primary School

## Behaviour and Relationship Policy

Our mission at Grange Park Primary School is to create an environment for our learners to have integrity, respect and to be safe. We want our learners to be independent and motivated by their natural curiosity and feel safe to explore. This policy is designed to promote and explicitly teach good behaviour, rather than merely deter anti-social behaviour. Our behaviour policy and procedures are designed to give pupils clear boundaries and to help them make positive choices around behaviour and conduct. We see relationships as key in implementing both our behaviour and reward procedures, and positive, supportive and caring relationships between staff and pupils is at the heart of how behaviour is managed at Grange Park.

### **Rationale:**

At Grange Park Primary School, behaviour is understood neuro-scientifically as a communication of unmet need or as an adapted, defensive stress response. The understanding that children learn best within positive, trusting relationships informs our approach to managing and changing behaviour and we expect staff to work to identify the need and provide developmentally appropriate support to remove these barriers to successful engagement in school life and beyond.

We expect the highest standards of behaviour and we make a point of acknowledging, praising and rewarding behaviour that is good - 'spotting the good'. We understand the importance of 'feeling safe' in promoting social engagement and learning. Our focus is to ensure that all pupils feel safe within the school and develop positive, trusting relationships with all members of the school community. This policy has been designed around [the latest guidance issued by the DFE](#).

### **Our Expectations:**

We have key rules which underpin not only our philosophies, but also our principles and our day-to-day practice. These are presented in the form of our SMART code.

### **SMART CODE**

Speak politely and listen carefully  
Make school enjoyable for everyone  
Act safely  
Respect and care for each other  
Tell someone your worries

We understand that our principles require the presence of positive relationships.

Teacher and pupil relationships must be built on mutual respect and trust, in the same way that we expect that pupils' relationships with peers must be built upon respect, trust friendship and tolerance for each other's wishes.

### **Teaching and Communicating Expected Behaviour to Pupils**

Throughout the year, teachers will remind pupils about the SMART code and the expectations that we have as a school. The SMART code has been broken down to clearly state certain expectation that we have. These are not exhaustive, but they will be used to

promote and teach children what good behaviour looks like and what we expect at Grange Park. See **Appendix 2** for more details on these expected behaviours.

### **Leadership and Management**

Behaviour management and the use of our behaviour systems is the responsibility of all staff at Grange Park Primary School, but there are leaders and management in place to deal with more significant incidents, to intervene in incidents when necessary and to monitor behaviour across the school. Staff who have these responsibilities at Grange Park are as follows:

- Mr R Thorpe (Headteacher - SLT, DDSL)
- Mrs Z Meredith (Deputy Head - SLT, DSL)
- Mrs R Marshall (Assistant Head - SLT, DDSL)
- Mr I Lambie (Year 6 Teacher and Behaviour Lead - SLT, DDSL)
- Mrs J Roberts (SENCO - SLT, DDSL)
- Mr J Foley (Curriculum and Assessment Lead - SLT)

These leaders will communicate regularly regarding behaviour and undertake supervision discussions regarding decisions around behaviour when necessary.

### **Trauma and Adverse Childhood Experiences (ACEs)**

An understanding of trauma and childhood adversity underpins our approach to relationships within our school community. We are committed to ensuring that our school develops a Trauma and Mental Health Informed Approach to ensure that all our children develop positive mental health and resilience, enabling them to fully engage in life and learning. There is a growing body of research and understanding of the impact of Childhood Adversity on long-term mental and physical health and the protective factors that mitigate the potential impact. It is our aim to maximise the protective factors of school by creating an environment of safety that has strong, positive, supportive relationships at its heart.

At Grange Park Primary School, we believe in the power of positive and frequent praise for good and caring behaviour as a more effective way of improving standards and relationships between individuals than constant criticism. Adults within the school environment have a duty to provide positive role modelling in all areas of behaviour, this includes non-teaching staff and visitors to school.

We believe in equality. As such, the school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Our differentiated response to behaviour recognises that our children are unique and individual and that some require additional support to achieve the high expectations we have for behaviour for all children.

We aim to actively promote high self-esteem and high aspirations for all pupils, through an ethos that values every child. For children, being able to manage and understand emotions, to apply thinking between feeling and actions, and to increasingly show empathy and understanding to others is core to our work.

***The success of our policy will not be tested by the absence of problems but the way in which we deal with them.***

## All adults in the school share these 5 Pillars of Practice:

1. **Consistent, calm adult behaviour** - consistency, adult behaviour, emotional control, teacher expectations
2. **First attention to best conduct** - rewards, recognition, praise, motivation, engagement
3. **Relentless routines** - rules, routines, follow-up, teacher habits, non-verbal cues,
4. **Scripting difficult interventions** - de-escalation, disruption, delivering sanctions, confrontation
5. **Restorative conversations** - restorative practice, structuring sanctions, working with the most troubled, developing relationships

### *We praise in public; we reprimand in private. Our first attention is to best conduct*

Our positive approaches are based on understanding that pupils are learning how to manage themselves with the added complexity that they are doing so within a community of other learners who might not yet be skilled. This clearly suggests that triggers and challenge will arise, which will need to be managed. Children will be supported in self-regulation and this represents that good learning has taken place.

Some of the strategies we use to establish readiness for learning and maintain a positive climate are:

- **Meeting and greeting** - SLT meet and greet at the school doors and a staff member meets and greet at the classroom door.
- **To create and maintain a stimulating environment** that encourages pupils to be engaged.
- **Establishing clear routines**
- **A consistent and stepped approach to behaviour and rewards that is clear for both pupils and staff.**
- **Concluding the day positively and starting the next day afresh**
- **High staff visibility at playtimes/lunch time.**
- **Giving attention to positive behaviour, not negative** - 'spotting the good'
- **Being assertive.** Being assertive is being able to communicate your needs in a way that is:
  - ✓ Being in control
  - ✓ Being clear
  - ✓ Being decisive with clear conviction
  - ✓ Being direct
  - ✓ Being polite and fair

## Our Approach to Positive Behaviour

### The Merit Point System

Our Merit Point system is a consistent and stepped approach that ensures pupils are rewarded and recognised for excellence, in line with our school values and our SMART Code. Merit Points are earned for exceptional behaviour, attitude or achievement and are designed to be reserved for those ‘stand out’ moments that our pupils display. When a pupil earns a Merit Point, they are given a golden star sticker, which is logged on a chart in the pupil’s classroom. The pupil in each class with the most Merit Points every two weeks will be recognised and be given a ‘Merit Point Winner’s’ badge to wear during the next two week cycle. Their achievement will also be displayed in the classroom.

Merit Points relate directly to a stepped system for each individual pupil that allows them to earn rewards based on how many Merit Points they accumulate (Fig 1). These rewards are communicated with parents or carers, as we believe it is imperative to share pupils’ achievements with those at home. The total Merit Points that pupils have earned will remain in the system and work towards an end of term/year total. The count will reset to zero each academic year and any badges they have won in previous years can be worn on their school uniform.







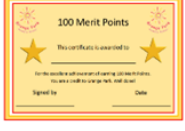

<p style="text-align: center;"><b>25 Merit Points</b></p> 	<p style="text-align: center;">25 Merit Points Certificate From Your Teacher 25 Merit Point Red Badge to Keep</p> 
<p style="text-align: center;"><b>50 Merit Points</b></p> 	<p style="text-align: center;">50 Merit Points Certificate A Meeting with Mrs Marshall or Mrs Meredith Walk Freddy 50 Merit Point Bronze Badge to Keep 5 Tickets For the Termly Raffle</p> 
<p style="text-align: center;"><b>75 Merit Points</b></p> 	<p style="text-align: center;">75 Merit Points Certificate 75 Merit Point Silver Badge to Keep A Meeting with Mr Thorpe Walk Freddy 5 Tickets For the Termly Raffle</p> 
<p style="text-align: center;"><b>100 Merit Points</b></p> 	<p style="text-align: center;">100 Merit Points Certificate 100 Merit Point Gold Badge to Keep Walk Freddy Letter home from Mr Thorpe 5 Tickets For the Termly Raffle</p> 

Figure 1: Individual Merit Point Awards

For Details of Rewards see **Appendix 1**.

The Merit Point system is also linked directly to our school houses: Rose, Thistle, Shamrock and Daffodil. Merit Points earned by pupils will feed into their houses and translate into rewards for those houses (Fig 2). This adds a team element into the system so that children are working for each other, as well as individually.

At the end of each term, there will be an awards ceremony, where the children with the most Merit Points in each house will be presented with an award. At the end of the year, there will be awards for the highest numbers of Merit Points in the whole school, as well as for the house that earned the highest total of Merit Points (Fig 2).

In addition to the awards, a raffle will also be held at the end of each term that links to the Merit Point system, where pupils can win prizes. Pupils earn raffle tickets when they earn Merit Points (Fig 1). All their accumulated raffle tickets from the term are put into the raffle and winners are drawn out at random. At the end of the year the winning house will receive a trophy. For details of the rewards see **Appendix 1**.

<p>Every 2 Weeks</p>	<p>Extra Play for the House with the most Merit Points. Merit Point Winner Lanyard in Each Class</p> 
<p>End of Term</p>	<p>Most Merit Points in Your House - Trophy to Take Home 2nd Most Merit Points in Your House - Silver Certificate 3rd Most Merit Points in Your House - Bronze Certificate Raffle Prizes Using your Earned Raffle Tickets</p> 
<p>End of the Year</p>	<p>Most Merit Points in the School - Trophy and £25 Voucher 2nd Most Merit Points in the School - Certificate and £15 Voucher 3rd Most Merit Points in the School - Certificate and £10 Voucher Winning House Trophy</p> 

Figure 2: House Prizes

The Merit Point system is designed to allow all pupils at Grange Park to be recognised for positive choices and be rewarded for displaying excellence. In addition to the Merit Point system, we anchor good behaviour through a range of other reinforcements such as:

- Sincere, precise and timely verbal and written praise
- Class Jewels - Whole class positive behaviour (e.g. lining up at the end of break time, assemblies etc) will be rewarded with a 'Jewel'. Any member of the school staff can award these. Teachers will agree a whole class target with their classes and decide upon a half termly reward e.g. games afternoon, film, extra play etc
- Positive post cards, Praise Pads or phone calls home to parents - sent home to any child who has a particularly positive day in school. We spot the good first.
- Special responsibilities/privileges
- Stickers
- Class Stars - Two children are chosen from each class as Class Star every 2 weeks.
- Proud to Shine Board to celebrate success outside of school.

- Individual teachers will also have their own reward strategies in place specific to their class.

## **Dealing with Behaviour that Falls Below the Expected Standard**

The class teacher or member of support staff generally deals with minor incidents of negative behaviour in a caring, supportive and fair manner, with some flexibility regarding the age of the child and if SEN is a factor, as far as responses are concerned. Each case is treated individually. Pupils are made aware that they are responsible for their own actions and that not following the rules will have consequences.

Behaviour management begins at the classroom level with a positive and proactive approach.

This could include:

- redirection
- distraction
- non-verbal strategies
- SMART code reminder
- gentle encouragement
- sitting with a teaching assistant or other adult
- sitting in another part of the room but still within the lesson
- peer led approaches - changing groupings, encouraging positive pairings.

For the vast majority of our pupils, a gentle reminder of the expectations, or nudge in the right direction, is all that is needed. However, pupils who continue to make poor choices must know that they are responsible for these. It is in nobody's interest to confront poor behaviour with anger. Adults are expected to deescalate skilfully. Staff will not give or threaten corporal punishment to a child in any circumstance.

### **De-Escalation**

De-escalation of inappropriate pupil behaviour by staff avoids low-level behaviours escalating and becoming more serious. When students are behaving in a way that is not appropriate, staff will follow the stepped behaviour system and encourage the pupil to turn their behaviour around and make positive choices using a variety of strategies.

### **Stepped Behaviour System**

At Grange Park, we have high expectations for pupils' behaviour and conduct in and around school. For the occasions where a pupil's behaviour falls below our expectations, we have a consistent and fair approach for dealing with incidents. This is to ensure that other pupils' learning is not impacted, that fair sanctions are implemented and that pupils are given the opportunity to reflect on the choices they have made and turn their behaviour around.

## How the Stepped System works (Fig 3)

1. All children start the day on no colour.

2. If their behaviour falls below expectations, they may receive a first verbal warning and be put onto Green. Depending on the behaviour exhibited, a pupil may not be put on Green immediately. If they turn their behaviour around, they can come off Green and back to no colour.

3. If their behaviour continues to fall below expectations, the pupil will be given a second verbal warning and move up to Blue. At this point, the pupil can move back to Green if their behaviour improves, and potentially back to no colour if they continue to make good choices.

4. If their behaviour continues to fall below expectations, they will move to Yellow. Once on Yellow, the pupil will miss 5 minutes of their break or lunch, or stay back at the end of the day for 5 minutes. During this 5 minutes, the teacher will conduct a restorative conversation with the pupil and discuss their behaviour and how they can improve it (*see Restorative Practice for more details - Pg 12*).

5. If a pupil is on Yellow and their behaviour continues to fall below expectations, they will move to Orange. At this point, the teacher can take part or whole of a pupil's break and/or lunch away from them. Again, a restorative conversation will take place, and for the remaining time they are in for, the pupil will miss their lunch and/or break time. Once on Orange, a pupil can earn back some, or all of the time earned down to a minimum of 5 minutes if they improve their behaviour. A pupil may also be told to work in another classroom for part of the day to avoid any further escalation. This is at the teacher's discretion.

6. If a pupil's behaviour continues to fall below expectations, they will move onto Red. At this point, the pupil will be removed from the classroom and spend part of the day with a member of SLT (or available staff member) in an appropriate area in school, away from their class. In this space, they will be expected to complete work and be encouraged to reset themselves to go back into class at some point during that day (if the incident has taken place in the afternoon, it is likely that they will not be back in class until the next



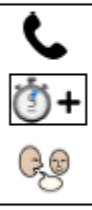



P		<p><u>Purple</u></p> <p>Work out of class for a whole day.</p> <p>Miss all your break and lunch time.</p> <p>Your parents will be contacted.</p> <p>We need to talk about how to make things better.</p>
R		<p><u>Red</u></p> <p>Work out of class for part of the day.</p> <p>Miss all or part of break or lunch.</p> <p>Your parents will be contacted.</p> <p>We need to talk about how to make things better.</p>
O		<p><u>Orange</u></p> <p>All or part of break or lunch time with your teacher.</p> <p>You may need to work in another classroom for part of the day.</p> <p>Your parents may be contacted.</p> <p>We need to talk about how to make things better.</p>
Y		<p><u>Yellow</u></p> <p>5 minutes at break/lunch/after school.</p> <p>We need to talk about how to make things better.</p>
B		<p><u>Blue</u></p> <p>Second Warning</p> <p>Turn it around</p>
G		<p><u>Green</u></p> <p>First Warning</p> <p>Turn it around</p>

Figure 3 - Behaviour Steps



morning). Once on Red, pupils will also miss part or whole of their break and/or lunch depending on the incident and may have to eat their lunch away from their classmates.

7. If a pupil's behaviour continues to fall below expectations, they will move onto Purple. At this point, a pupil will receive an internal exclusion and spend a whole day away from their class in an appropriate area of the school. They will have no contact with their class for one whole day, including break and lunch.

### Early Years Foundation Stage (EYFS)

As children in EYFS are still at a young developmental age, the behaviour interventions, consequences, and expectations will differ from the rest of the school. Our EYFS staff are experts in this setting and depending on the needs of the cohort, and individuals within the cohort, they will use their professional judgement on behaviour strategies to teach the children what expected behaviour is and how to interact with their peers and other members of the school community in a positive way. Serious incidents will still be logged in ScholarPack, and if necessary, in CPOMs too. Consequences for behaviour that falls below the school's expectations can still be dealt with using consequences from the stepped system, including suspension or permanent exclusion. The behaviour lead will have regular communication with EYFS staff and offer the same support as the rest of the school.

### Exceptions to the stepped approach

For most behaviours, the stepped approach will be used as explained above, however, there are certain behaviours which will lead to a pupil being put on a higher colour than Green immediately. Figure 4 is a list of behaviours that trigger certain colours. Below are examples of behaviours that may trigger a green warning. This list is not exhaustive, and staff have the right to immediately escalate to a higher colour for persistent or repeat behaviours, however, this must be communicated with children beforehand so they are aware of the potential consequences.

	<b>For ignoring a green warning and continuing with behaviour that they have been spoken to about.</b>
	<ul style="list-style-type: none"><li>• Disruption to a lesson by shouting out, talking or silliness.</li><li>• Low amount of work completed due to lack of focus on task.</li><li>• Not staying on task.</li><li>• Distracting others.</li><li>• General low level misbehaviour.</li><li>• Refusal to complete work or a task given.</li><li>• Throwing equipment, book or work down, but not aggressively towards others.</li><li>• Unkind behaviour towards others (case-by-case - could be higher)</li><li>• Minor online safety issue in class.</li><li>• Rudeness to adults. (case-by-case - could be higher)</li><li>• Refusal to leave the classroom but sat causing no, or negligible, disruption.</li><li>• Refusal to enter classroom but causing no, or negligible, disruption.</li><li>• Rough play - one warning and then YELLOW with 5 minutes timeout during play-time.</li></ul> <p><i>Staff may decide to go straight to yellow or orange for repeat and persistent behaviours. This is at the discretion of staff, but must be communicated with the child/children first.</i></p>

Fig 4a: Behaviour Triggers for Green

For some behaviours, a green warning is not appropriate. In these cases, staff have the right to give a more severe colour and implement more serious consequences as a result. Below are examples of some of these behaviours and the colour that they fall into. This list is not exhaustive.

	<ul style="list-style-type: none"> <li>• Racist language/actions.**</li> <li>• Homophobic language/actions **</li> <li>• Bullying. **</li> <li>• Sexual harassment/Sexual Violence **</li> <li>• Violence towards children or adults (case by case - Red or Purple).</li> </ul> <p><b>**IMPORTANT NOTE - Whilst we deem these behaviours to be totally unacceptable, there are times where we have to take into account the context of an incident, including the age of the child, whether it is intentional, whether it is a repeat behaviour, where it falls in the Brook Traffic Light Tool (sexual incidents) and other factors. Therefore, some of the above incidents may not result in 'Purple consequences' Instead, it may be more appropriate for education on the behaviour to be given to the child alongside contact with parents/carers. This decision will be made through a discussion with SLT and/or the behaviour lead. The child will then be monitored for any future related behaviours.</b></p>
	<ul style="list-style-type: none"> <li>• Swearing directly at a staff member.</li> <li>• Violence towards children or adults (case by case - Red or Purple).</li> </ul>
	<ul style="list-style-type: none"> <li>• Threats made to adults or children.</li> <li>• Swearing directly at a child.</li> <li>• Major Online Safety issue in class.</li> <li>• Running around school during lesson time.</li> <li>• Throwing equipment aggressively.</li> <li>• Dangerous behaviour around the school site.</li> <li>• Hurting someone through rough or inappropriate behaviour.</li> <li>• Intentional damage to school property.</li> <li>• Throwing, kicking over or tipping furniture.</li> <li>• Refusal to enter or leave classroom and causing high levels of disruption.</li> </ul> <p><b>These behaviours may result in red or purple depending on the severity of the incident.</b></p>
	<ul style="list-style-type: none"> <li>• Swearing (not directly at someone)</li> <li>• Refusal to come into the building at the end of play.</li> <li>• Inappropriate sexual behaviour (case-by-case - could be higher)</li> </ul>

Figure 4b: Behaviour Triggers for Yellow, Orange, Red and Purple

Separate to the behaviour steps, if a child has failed to complete work in class through choice, teachers can keep them in during break or lunch time to complete the work. Work can also be sent home to be completed.

## Procedures for Stepped System

When a pupil is put onto Yellow, Orange, Red or Purple, their behaviour will be logged in our behaviour tracking system - ScholarPack. The most significant incidents and incidents that involve sexual behaviour, child-on-child abuse, bullying or protected characteristics will also be logged in CPOMS. If a pupil reaches Yellow or Orange, it may be appropriate for parents to be contacted. This is dependent on the severity of the incident is a decision the staff member dealing with the incident will make. If multiple staff are involved in dealing with the incident, one staff member will take responsibility for logging it and this will be communicated at the time.

The minimum consequence for being on Purple is an internal exclusion. Depending on the nature, seriousness or reoccurrence of the behaviour, it may be appropriate, as a last resort, to suspend a pupil. In the most extreme cases, permanent exclusion may be used.

	<p style="text-align: center;"><b><u>Red and Purple</u></b></p> <p>If a child receives red or purple, SLT must be informed, parents must be informed and it must be logged in CPOMS.</p> <p>Depending on the incident, the teacher/TA can initially deal with the behaviour but SLT also need to speak with the child.</p> <p>The teacher/TA can take the child to another area of the school - this does not need to be done by SLT.</p> <p style="text-align: center;"><b><u>Red and Purple Break and lunches</u></b></p> <p>Purple = Miss all of break and lunch and eat away from their class.</p> <p>Red = Miss all or part of break or lunch and eat away from their class if the incident is before lunch time.</p>
	<p style="text-align: center;"><b><u>Yellow and Orange</u></b></p> <p>If a child receives yellow or orange it must be logged in CPOMS.</p> <p>If a child receives a yellow or orange it may be appropriate to contact parents depending on the incident.</p> <p>For children regularly receiving yellow and orange, parents must be contacted by the class teacher.</p> <p>If a break or lunchtime is taken, minutes can be earned back with good choices (teacher discretion).</p> <p>During the time in at break/lunch/afterschool, a restorative conversation with the teacher <u>must take place</u>.</p>
	<p style="text-align: center;"><b><u>Blue</u></b></p> <p>Second warning.</p> <p>Children given a second warning. Remind the children that if the behaviour continues, they will move to yellow.</p> <p>Children can move back to green if they turn their behaviour around.</p>
	<p style="text-align: center;"><b><u>Green</u></b></p> <p>First warning</p> <p>Children can come off green if they stop exhibiting the behaviour that they have been spoken to about.</p>

*Fig 5: Procedure for Stepped System*

If a behaviour incident happens in the afternoon session, it may be appropriate for the pupil to be spoken to at the end of the day and for a restorative conversation to take place at that time. Therefore, pupils may be kept behind for up to 15 minutes at the end of the day if appropriate.

Once a pupil has served their consequence, they will restart on the stepped system with no colour for the next session. This is to give pupils a chance to change their behaviour and finish the day positively. Every morning, children will start school on no colour regardless of the previous day. However, they may have to miss break or lunch times as a consequence for behaviour from the previous day if this was not possible on that day.

## Children Who Need Removing From Class

If a pupil needs to come out of class due to their behaviour (orange, red or purple), they will be taken to an appropriate area in school with a member of SLT (another adult if SLT are unavailable). Once in this area, a set procedure will be followed in order to reintegrate the pupil back to class when they are in the correct frame of mind. Parents/carers will be informed if their child has been removed from a classroom.



 <b>Procedure for children who need to be removed from class</b> 	
<p>If a child needs to come out of class due to their behaviour, they will be taken to a room with a member of SLT (if SLT not available, another adult). Once in the room, this is the procedure that staff members need to follow to ensure consistency with these situations.</p>	
<p>1. Calming Stage</p>	<ul style="list-style-type: none"> <li>Children to be given time and space to calm down if required and if it is safe to do so in a room with a member of staff.</li> </ul> <p><i>*The method to calm the child will vary depending on the child: members of staff will use an appropriate method for that child to get them to an emotional state where they are ready for the next stage.</i></p>
<p>2. Restorative Conversation</p>	<ul style="list-style-type: none"> <li>When the child is in the correct frame of mind, address the behaviour that led to them being removed from class - restorative conversation.</li> <li>Discuss sanctions if they are required.</li> <li>Discuss how this behaviour can be avoided in the future.</li> </ul>
<p>3. Re-establishing a working frame of mind and returning to class.</p>	<ul style="list-style-type: none"> <li>At this point, depending on the nature of the child and the incident that led to the removal, the child may be ready to return to class and work—this will be down to the judgement of the member of staff.</li> <li>If a child is not ready to return to class, or the member of staff does not feel they will cope back in the classroom or if their sanction means they are not allowed back in for part/all of the day, the child will be given work to complete away from their class.</li> </ul>
<p>Notes:</p> <ul style="list-style-type: none"> <li>If a child's behaviour becomes too extreme and they will not engage in a return to class or they will not calm down to a manageable level, a phone call home may be needed - this could be for a reset or for a suspension when appropriate.</li> <li>On occasions, parents/carers may be asked to sit with their child in space in school to complete work to help re-engage their child.</li> </ul>	

Fig 6: Procedure for Children Removed From Class

## Behaviour Interventions

At Grange Park, we believe it is important to help children turn their behaviour around and make better choices. In situations where a child's behaviour consistently fails to meet the expected standards, interventions need to be put in place to try and help change and improve the pupil's behaviour and to show that certain behaviours are unacceptable. Any interventions put in place will be discussed with parents/carers to allow for a school and home response. The interventions below are not exhaustive or prescriptive but are to act as a guide. Serious incidents or patterns of behaviour may result in higher step interventions immediately.

<b>First step interventions</b>	<ul style="list-style-type: none"> <li>• Reward charts - these must be achievable and tailored for the child involved. AM and PM rewards can be used for children who struggle over a whole day. Home and school reward charts can also be used.</li> <li>• Social Stories.</li> <li>• Home/school book to note down positives and any issues through the day.</li> <li>• Create a personal workstation in class .</li> <li>• Changes to seating plans.</li> <li>• Small group work.</li> <li>• Extra TA support in class (where possible).</li> <li>• Time out card or signal.</li> <li>• Agreement for 'calm down time' outside the classroom when the child recognises they are struggling.</li> </ul>
<b>Second Step interventions</b>	<ul style="list-style-type: none"> <li>• Playground rota so not out on all days.</li> <li>• Zoning on the playground from certain children.</li> <li>• Privileges removed and need to be earned back - sports teams, school trips etc.</li> </ul>
<b>Third Step interventions</b>	<ul style="list-style-type: none"> <li>• Removed from playground for a set amount of time but built up with short sessions or over weeks to a full return.</li> <li>• Parent collects the child for lunchtimes and brings them back for the afternoon lessons.</li> <li>• Parent to sit in school with the child on occasions where behaviour escalates.</li> <li>• Agreement for parents to come and 'reset' the child when behaviour escalates.</li> </ul>
<b>Fourth Step interventions</b>	<ul style="list-style-type: none"> <li>• Modified timetable</li> <li>• Base 1 provision.</li> <li>• BSAT</li> <li>• Fair Access Panel &gt; Linden Centre</li> <li>• Suspension</li> <li>• Permanent Exclusion</li> </ul>

*Fig 7: Behaviour Interventions*

If appropriate, parents may be contacted during the school day to come and speak with their child if their behaviour is seriously escalating and they are at risk of suspension.

## **School Visits**

We are an inclusive school and believe all children should have the opportunity to take part on school visits but there may be instances where this privilege is removed. A child can have school visits withdrawn as a sanction for behaviour that fails to meet the schools expectations or if they are deemed too much of a risk and could impact the safety of staff members and/or children on the visit. This will be determined by a risk assessment that will be shared with parents/carers by a member of SLT and in some cases parents/carers may be offered the opportunity to accompany their child on the visit - the conditions of this will be outlined to parents by a member of SLT.

## **Restorative Practice**

Following a behaviour incident that has reached Yellow or above, a restorative conversation will take place between the teacher and pupil. This will take place during the pupil's break or lunch time, or at the end of the day if appropriate. It will only take a short time but is important as it allows the pupil to have time to reflect on their actions and to take advice on how to meet the expected behaviour in the future. It will be done privately, in a quiet space. During this conversation, the teacher and the pupil will discuss a number of things and it will be conducted in a way that is not detrimental to the pupil's view of themselves. The restorative conversation will include:

- An explanation of what they did and why it was unacceptable.
- An explanation about who else the behaviour impacted and how it impacted them.
- Questioning the pupil about why it happened and if there is something on their mind that might explain why they are behaving in that way.
- A solution - how can we stop it happening again?

The restorative conversation is about reflection and supporting pupils to manage their behaviour more positively in the future.

## **Base 1 Provision - Rewards and Behaviour Steps**

We are an inclusive school and recognise that certain pupils need a differentiated approach to be successful. Behaviour and Rewards systems are part of this differentiated approach and therefore pupils in Base 1, whilst being part of our behaviour and Merit Points systems, will have a slightly different approach to how this is implemented at the discretion of the Base 1 lead.

## **Children with SEND**

As an inclusive school, we understand that some pupils, especially those with SEND, may need a differentiated approach to behaviour management. Staff will have a good understanding of the pupils they teach through termly SEND provision mapping meetings and adapt their approach to pupils with SEND where necessary. Behaviour may need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

## **Pupil Voice**

All children at Grange Park have the opportunity to reflect on and discuss their behaviour or incidents in which they have been involved. This allows both sides to be heard and the children to feel that they are listened to and valued.

## **Working with parents and caregivers**

Clear communication on behaviour issues is crucial. Parents want to know when things are going well as much as they want to be informed when things are not. Communication with parents on behaviour will almost always be positive. Where possible and when necessary, teachers will pass on positive messages to parents in passing when children leave in addition to speaking with them if there has been an issue with a child's behaviour.

Pupils who struggle with their personal discipline benefit from a consistent approach at school and in the home. Class teacher and parents will need to work in partnership. Simple agreements that give the child the same message have maximum impact.

Parents must take responsibility for their child's behaviour - this responsibility does not stop at the school gate. Where appropriate, parents will be called in to school to help support the school in the management of their child's behaviour.

## **Off-site behaviour**

Consequences may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school. This also includes any out of school hours incident involving the school site, or if the child is wearing school uniform. The school may also apply consequences for behaviour out of school hours where another pupil from the school is involved and/or where the incident causes an issue within school e.g. cyber-bullying.

## **Working in partnership**

As a school, we work in close partnership with a range of agencies to improve outcomes for our children. This includes working with partners such as:

- Educational psychologists
- Primary pupil referral units
- BeeU
- Safeguarding and Inclusion Services
- Fair Access Panel
- Young Carers
- Behaviour Support Advisory Team

The school's Special Educational Needs Co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met and to liaise with the relevant agencies.

## **Our Pastoral Support Team**

We understand that, for a small percentage of our pupils, additional support may be needed for the teaching of positive behaviours. Our Pastoral Support Team, including our Emotional Literacy Support Assistant (ELSA), our Family Support Worker and our trainee mental health Practitioner, provide support for this small percentage. This might be through ELSA sessions, access to our Base 1 pastoral provision or support for the wider family.

Class teachers, parents and the Pastoral Support Team work together, alongside any outside agencies, to provide targeted support for those children.

## **Serious Misbehaviour**

It is recognised that, for some children, further sanctions may need to be used. The list below is not exhaustive and does not indicate that the behaviours either currently or previously exist in the school:

- serious physical assault on any member of the school community
- demonstrating inappropriate sexualised behaviour
- stealing from another person or school
- leaving school ground without permission
- deliberately spitting at another person
- bullying in any form (*see anti-bullying policy*)
- throwing objects with the intention to hurt or harm someone
- the use of homophobic or racist language
- repeated breaches of the school rules
- vandalism
- smoking
- carrying an offensive weapon or prohibited item. These are
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Depending on the nature of the incident, it may be appropriate for an immediate internal exclusion to be issued. This will ensure the safety of everyone involved and enable appropriate time for a thorough investigation to take place.

Each incident will be treated on individual merit, with the final decision being made by a senior member of staff.

## **Physical Restraint**

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded in CPOMS and reported to parents



## **Managed Move**

In extreme circumstances, the school may discuss with parents the need to carry out a Managed Move for their child. This is suggested as a way of avoiding a permanent exclusion and of providing students whose behaviour has either been repeatedly below expectation or has been extreme; this is an opportunity to have a fresh start. A Managed Move is dependent on another local school agreeing to take the student and a place is usually offered on a six week or twelve-week trial basis before the student is formally taken on to the roll of the new school. During that period, both schools work together to monitor behaviour and progress to ensure that the move is successful. Any move of this nature will be managed through the Local Authority Fair Access Panel protocol.

## **Suspension**

A formal suspension, as a temporary measure, or the permanent exclusion of a pupil is the strongest sanction available and one that will never be used without considerable thought. The school will provide our pupils with an environment in which they can develop as valued members of society; that environment will be harmonious, safe, and calm and ordered. The sanction of suspension will only be used when a student threatens to seriously disrupt the maintenance of that environment; it is a provision to maintain high standards of behaviour in an orderly environment. The serious nature of a suspension means that it should act as a deterrent to those students who do not meet the standards of behaviour expected in school.

A pupil can be suspended from the school for a maximum of 45 days in any one school year.

Parents will be expected to attend a reintegration meeting at the school, usually with the Head teacher or a member of the SLT, on the day of the student being readmitted. Where possible, work will be set for pupils to complete at home during the suspension period.

Any pupil considered to be at risk of permanent exclusion will be referred to the SLT, who will review support strategies, including initiating an Early Help Assessment/Early Help Support Plan process; parents will be invited to contribute to this process.

## **Permanent Exclusion**

This is the most severe sanction available to a school. As such, it is very rarely used at Grange Park Primary School and is reserved for the most grave or repeated breaches of discipline, where the Head teacher feels that the relationship between the school and student has entirely broken down, or that the student represents such a threat to the education or safety of others in the school that the only solution is a fresh start at another establishment.

Parents have the right to appeal against the Head teacher's decision to a panel of EAB members. Work will be set for the excluded student until the appeal has been heard.

## **Appeals**

Parents have the right to appeal to the EAB Board at all stages of exclusion from school. The EAB Body or the Local Authority (LA) has the power to reinstate a student who is excluded where the exclusion is for more than five days or is permanent, or where the exclusion involves the loss of an opportunity to sit a public examination. Parents must be informed of their right to appeal against an exclusion to the governing body and to the LA.

If the student is excluded permanently, parents have a formal right of appeal to an independent appeals committee.

### **Malicious allegations**

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our Grievance Policy and Procedures for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

### **Legislation and statutory requirements**

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

### **Confiscation**

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Under the same guidance, mobiles phones can be confiscated from pupils if they are brought into school without permission. See the Online Safety Policy for details on this procedure.

### **Pupil transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Pupils will be re-inducted to school and class rules and routines and behaviour and reward systems at the beginning of every school year. This may also happen again throughout the year at various points at the discretion of class teachers and leaders if it is felt necessary for certain groups of pupils.

New pupils at Grange Park will have behaviour expectations shown to them and have the behaviour steps and Merit Point system explained to them.

### **Training**

Our staff are provided with training on managing behaviour as part of their induction process. The behaviour policy must be read by all staff members and all updates are shared with staff.

Behaviour management will also form part of continuing professional development.

### **Preventing Bullying**

At Grange Park, we take bullying extremely seriously and have a number of measures in place to prevent bullying of all kinds. Measures include staff training, PSHE sessions with children including assemblies, a robust Anti-Bullying policy and severe sanctions for anyone who is found to be bullying. For more detailed information see our Anti-Bullying policy.

### **Child-on-Child (Peer-on-Peer) Abuse**

At Grange Park, we take child-on-child abuse extremely seriously and have robust measures in place to deal with allegation and incidents of this nature. Our Peer-on-Peer abuse policy outlines our approach to this and how incidents of child-on-child are dealt with is outlined in that policy. Depending on the incident, the behaviour policy may be utilised to deal with such incidents.

### **Monitoring arrangements**

This behaviour policy will be reviewed by the headteacher and full governing board every year. At each review, the policy will be approved by the headteacher.

### **Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child Protection and Safeguarding policy
- Anti-bullying Policy
- Grievance Policy and Procedures
- Online Safety Policy
- Acceptable Internet Use Policy
- Peer-on-peer abuse policy

## **Appendix 1 - Rewards Glossary**

**Merit Awards** - A certificate given to pupils who earn set amounts of Merit Points over the course of the academic year. A certificate and badge will be earned at these milestones: 25 Merit Points, 50 Merit Points, 75 Merit Points and 100 Merit Points.

**Raffle Tickets** - Earned at the same time as Merit Awards and five will be given out each time. These will be kept by class teachers and entered into the termly raffle to win prizes.

**Extra Play for the House with the most Merit Points** - Every 2 weeks, the house that earned the most Merit Points in the previous two weeks will earn an extra break time on a Friday afternoon.

## **Appendix 2 -Expected Behaviours Linked to the SMART Code**

### **Behaviour Curriculum**

Expected Behaviours within the SMART Code - not exhaustive but these are the main expectations.

Speak politely and listen carefully:

- Use manners such as please, thank you and excuse me to adults and other pupils.
- Don't talk over others - staff or pupils.
- Don't shout out in lessons.
- Look at the board during learning time and listen.

Make school enjoyable for everyone:

- Share with others.
- Take turns and be patient for your turn.
- Play fairly.
- Be a good winner and good loser.
- Be happy for others' achievements.

Act safely

- Walk inside the building and do not run.
- Walk and do not jump down the stairs or slide down the bannisters.
- Don't hang over the wall on the top floor of the building.
- Don't throw equipment.

Respect and care for each other

- Walk quietly inside the building when in class lines.
- Be patient at the lockers and wait your turn.
- Queue for dinner respectfully and don't push in.
- Help anyone who looks like they are sad or hurt.
- Use inside voices when in lessons.
- Be kind to each other.
- Don't argue back to adults.
- Put litter in bins.
- Clear your lunch away after eating.
- Clear up any mess that you make.

Tell someone your worries

- Share your worries with an adult.
- Use the worry boxes around school.
- Tell an adult if you are worried about someone else.
- Tell an adult if someone in school is upsetting you.