



1. Introduction

Our collective aim is to enable all children in school to reach their educational potential and it is vital that we maintain acceptable standards of behaviour in the classroom and around the school in order to achieve this.

The implementation of this policy is the responsibility of all of the staff within the school community.

2. Aims

The aims of this policy are:

- To promote positive attitudes to good behaviour and respect for others.
- To develop in pupils a sense of self-discipline, a proper regard for authority and acceptance of responsibility for their own actions. Children should be actively be involved in evaluating their own attitudes and behaviour and be given strategies that support their continuing development as responsible members of our community.
- To prevent bullying among pupils.
- To create the conditions for an orderly community in which effective learning can take place.
- To establish and maintain a consistent and fair approach to the management of the behaviour of pupils throughout the school.

The above aims will be best achieved in the framework of a relaxed, purposeful atmosphere where pupils are able to give their best both in the classroom and extra-curricular activities, and are encouraged and stimulated to fulfil their potential. In order to achieve this, a positive policy of encouraging appropriate attitudes, reward and praise is necessary.

Boredom, lack of understanding and lack of progress are major reasons why some pupils misbehave. The provision of a relevant and appropriate curriculum, the use of inspiring and motivating teaching methods and the full involvement of all pupils are important ingredients in ensuring a well-ordered and well-motivated school. All members of staff need to be aware at all times of the need to promote the positive ethos of the school and accept the shared responsibility for the welfare of pupils.

3. Good Behaviour

At Grange Primary School we expect pupils to:

- be polite
- be respectful
- be inclusive to all people
- be sensitive to the needs of others and to their property
- not to take the law into their own hands

- respect and follow the school rules

4. School Rules

These are discussed with the children and each class generate their own rules based on the themes outlined below:

- Listen to and follow instructions.
- Be polite and care about other people.
- Work and play safely.
- Look after the school and its environment.
- Look after property and have respect for other people's belongings.
- Speak respectfully to others.

These expectations and rules are displayed in classrooms.

5. The rewards for good behaviour

Grange Primary School have adopted a whole school approach to rewarding pupils for good behaviour and positive attitudes, including effort.

- A bronze sticker is presented to a child for any positive behaviours presented at any time in the school day.
- Every child has a laminated book to keep their bronze, silver, gold stickers in. This would follow them through school as a record of their achievement.
- Bronze stars can be given for anything that promotes the behaviour we want our pupils to live! Politeness, caring, sharing, manners, asking questions, independence, involvement, homework, motivation, thinking - this list is not exhaustive.
- Any member of the staff at Grange can give bronze stickers out at any time to any child.
- When a child has reached 10 bronze stickers they get a silver sticker to put in their book and another silver sticker which is kept on their class chart. This class chart allows for inter class competition – the class with the most silver stickers in a certain period of time will receive the 'Silver Star Cup' which is placed in a prominent area within their classroom.
- When a child reaches 5 silver stickers (= 50 bronze stickers) they receive a gold sticker. At this point they take their book to a tray outside the Head Teachers/Deputy Head Teachers office and collect a letter to take home which says 'I have reached my golden star award and you are invited to see me get my golden certificate in our rewards assembly. This is a big achievement and families are encouraged to celebrate this.
- A child will then continue to collect their bronze stickers building up their achievements towards their next gold certificate.
- The reward system does not end there. When a child receives 5 gold stars (and their 5 gold certificates) they are then awarded with a metal pin badge to wear with pride on their uniform everyday.
- These metal pin badges go up in status, starting with a Grange colour badge, bronze, silver, gold.

Other rewards may include:

- A written comment on pupil's work, either in general terms 'Well done', or in a more detailed way, picking out specific points or ideas for positive comment.
- A visit to a Unit or Unit Leader, the Deputy Head Teachers or Head Teacher for commendation.

- A public word of praise in front of a group, a class, a year or the whole school.
- Public written acknowledgement by presentation at our weekly 'Reward Assembly' or 'Writer's' assemblies.
- School badges, stickers, stars, stamps or certificates for good behaviour, community support or a positive approach.
- School reports are used to comment favourably, not only on good work and academic achievement, but also on behaviour and general attitudes.
- A letter or note to parents/carers informing them specifically of some action or achievement deserving praise.
- Affording the pupil the opportunity to undertake specific areas of responsibility.

6. The role of parents/carers

The parents/carers are actively encouraged and asked to follow the following procedure if concerned about an incident that has occurred.

- Make an appointment with the class teacher to discuss the incident
- If the incident is not resolved parent to make an appointment with the Unit leader
- The next stage is to contact the Deputy Head for a meeting and for the incident to be investigated; if the parents/carers feel that it has not been dealt with then a final meeting with the Head teacher is to be made.
- If the parent/carer has been through the correct procedures, then they will be directed to send a letter outlining their concerns to the Head teacher and where it concerns him, the Chair of Governors. The procedures are outlined within the school's Complaints policy available from the School Reception or in the Policies section of the website.

7. Investigating behavioural incidents.

When investigating incidents, all staff should give the child(ren) involved the opportunity to give their version of events. This should be done sensitively and in a manner that will allow you to gain as much evidence as possible. Once the adult has made a decision as to what are the next steps, they should be communicated to the child clearly through reference to their behaviour (not them personally), school rules and school sanctions. The children should be given the opportunity to explain if they understand why the next steps are being taken and how they need to change their behaviour in the future. **If this involves losing playtimes or is the result of a sudden change in behaviour, then parents/carers/carers should be informed at the earliest opportunity.** All such incidents should be recorded on an Incident Log form by the class teacher/dinner supervisors and a copy given to the Unit Leader by the end of the school day. The frequency of incidents referred by class teachers will be reviewed termly with the Unit Leaders and any necessary CPD identified.

8. Sanctions for swearing, racism and homophobic language

Any incident of swearing, racism or homophobic language will be investigated by staff and recorded in the appropriate log book located in the Head teacher's office. These incidents are reviewed termly in order to assess frequency and how effective the actions taken have been.

We believe that through the promotion of SMSC education and PSHE, as part of their daily experience at Grange, that children can make informed decisions about the appropriate language to use.

In the first instance of such behaviour the perpetrator will have a discussion with their class teacher to ascertain whether they fully understand what has been said. Children who understand the seriousness of their behaviour will miss the following:

KS1 – 2 breaks in total

KS2 – 2 breaks and 2 dinner breaks.

Children are to be supervised during these missed breaks either by sending the child to a partner class or by supervising the child in a shared area by the class teacher or another member of the team.

In the second instance they will miss six of the above.

In the third instance they will miss nine of the above.

If the behaviour occurs for a fourth time the child will be excluded for a fixed period.

Each half term the sanctions will start afresh to allow children to learn from previous behaviour.

9. Guidance for dealing with biting incidents

Biting is an unacceptable behaviour at our school along with any other form of violent behaviour.

When incidences of biting do occur, the school's Behaviour and First Aid policies apply.

9.1. What triggers biting incidents?

All children have the capacity to bite another person, either by accident or as part of an emotional response to a situation that they are finding challenging.

Children who bite repeatedly either have behavioural difficulties or specific difficulties such as Autistic Spectrum Disorder.

In cases where a child has repeatedly bitten others this behaviour should be taken into account when forming behaviour plans or IEP's for that child.

It is important to identify particular situations in which a child is triggered to bite and management strategies should be put in place to avoid these "triggers".

Staff and children working with a biting child should be made aware of any "trigger" situations that are identified.

9.2. Management of a biting incident

Member of staff to immediately state to perpetrator that biting behaviour is wrong, perpetrator removed from the immediate situation.

First aid for victim.

Appropriate sanctions applied to perpetrator. Where appropriate the school's behaviour policy applies. If the perpetrator has Special Educational Needs that make the sanctions in the behaviour policy inappropriate, then the perpetrator will be isolated and then sent to see a Senior Member of staff.

Parents/carers of victim and perpetrator should be informed at the end of the day and the incident should be recorded in the accident book.

If a member of staff is bitten the same procedure should be followed.

10. Lunchtime behaviour

Children are fully supervised at lunch by the Midday Supervisors including a Senior Mid-day Supervisor. A member of the Leadership Team will be on duty each lunchtime. All staff will encourage good behaviour and adherence to the School rules during the lunch period.

During wet lunchtimes, children should remain in their own classroom, unless they have permission by a supervising member of staff to visit the class opposite.

Sanctions

The Mid-day Supervisors will reprimand pupils when their behaviour is unacceptable, following the Behaviour Policy. They will use the communication books to feed back this information for the adult in charge of the class in the next session.

In the event of seriously unacceptable behaviour the Mid-day Supervisors will refer the matter to the Senior Mid-day Supervisor.

The Senior Mid-day Supervisor will record incidents of a seriously unacceptable nature in the lunchtime behaviour book. The Unit Leader or member of the Leadership Team will be informed and an incident form filled in.

The Unit Leader or member of the Leadership Team will issue a verbal warning to the pupil/s concerned. The verbal warning will be recorded in the lunchtime behaviour book.

If a pupil does not heed the verbal warning and continues to behave in a seriously unacceptable manner, the Head Teacher will issue a letter warning parent(s)/guardian(s) that if the behaviour does not improve, they will receive a notice of the debarment from lunch time with the times the pupil is not allowed on school premises and the period of debarment.

In exceptional cases no warning letter will be issued and the pupil will be immediately debarred with 24 hours notice.

Copies of letters to parent(s)/guardian(s) and their responses will be filed in the pupil's records.

The Head Teacher and Deputy Head Teachers are required to maintain good order and discipline during lunchtime. Debarment is an appropriate disciplinary sanction for them to use to maintain good order and discipline throughout lunchtime without the need to disrupt a pupil's formal education. Debarment does not preclude a pupil being excluded from school if behaviour during the school day warrants such action. If the pupil's parent/carer is unable or unwilling to co-operate with the school in connection with the debarment of their child, the Head Teacher will consider fixed term or permanent exclusion or the use of other sanctions as an appropriate response to the pupil's misbehaviour.

11. Playtime Behaviour

Pupils should arrive at Grange Primary School with an appropriate adult after 8:50am. School aged pupils are not allowed in the Nursery/ Foundation Unit at this time.

At playtime, duty teachers must ensure that they are on the playground with their class before the others, in order to supervise pupils in a safe and appropriate manner. All staff are responsible for all children. Children should be discouraged from entering school corridors during break or lunchtimes.

At the end of playtime the duty teacher will insist that all activity ceases on the first whistle. On the second whistle, the children should walk sensibly and quietly to their class lines and will be led into the building in an orderly manner by their class teacher.

All staff must ensure that they support the children and their colleagues by being out on the yard once the final whistle has been blown.

Incidents at playtimes should be dealt with by the teachers on duty and reported back to the class teacher.

Procedure for Dealing with Unacceptable Behaviour at Playtime

Sanctions

1st Offence – reprimand by the duty teacher.

Continued offence – The duty teacher will inform the class teacher.

Further offence – The duty teacher will liaise with the Unit Leader for the pupil to miss a playtime. The class teacher will be informed.

The decision regarding indoor break should be taken by the senior member of staff on duty and a message sent to colleagues as soon as possible.

During wet playtimes the pupils will be supervised at all times by the duty teachers patrolling the corridors and classrooms.

12. School Organisation

- Once pupils have entered the school grounds they can only be allowed to leave the school during the day if they are collected by a parent/guardian or nominated adult (over the age of sixteen).
- Assemblies should be organised to promote the spiritual, social and moral development of the pupils. Members of staff should allow adequate time to assemble in a quiet and orderly manner. Teachers should supervise their class until all pupils are assembled and assembly has begun.
- Children leaving the classroom, for whatever reason, should have the permission of their teacher/ adult in charge.
- Staff organising extra-curricular activities must ensure that the parent(s)/guardian(s) have given written permission for their child to attend and have signed the home/school behaviour contract.
- When the pupils are in the school they must be supervised at all times unless they have been given agreed responsibilities to develop their independence.

13. Moving around the school

- Any movement should take place in an orderly manner so as not to disturb others who are working.
- Ensure that individuals are monitored when leaving the classroom, whether they are going to the toilet, the library, or any other reason –their behaviour should be checked regularly.
- Children should not be sent out of the classroom on tasks that can be undertaken at break, dinner time or before or after school e.g. collecting holiday forms or equipment from the office.
- When a whole class is moving, the teacher should ensure the classroom is empty before proceeding, again no child should be unsupervised.
- Children should be supervised carefully as they move through any shared areas and ensure that they do not disturb others who are working.
- Members of staff should intervene if there are children in a class line who should not be together and position themselves so that the behaviour of all children can be monitored as they are moving.
- Children should be discouraged from using the corridor at break times or dinner times, by ensuring they have their coats, if they are needed, before being dismissed. Children should use appropriate entrances/exits and not return to the classroom unattended.

- The corridor should only be used as a through route to get to the playground or to the toilets if the children are on the field.
- There should be no waiting or playing in entrance porches or doorways.

14. Swimming

The swimming baths is potentially the most hazardous situation that we regularly expose children to, so the rules regarding acceptable behaviour must be stringently enforced.

- Children should line up quietly showing respect for others who are still working and walk to prearranged points on the corridor or yard. This procedure should be followed until the children are ready to board the bus.
- It is important that the children are counted on and off the bus.
- On the bus the children should remain seated and the noise level should not be excessive, normal classroom rules should apply.
- Teachers should check that all children are wearing seatbelts.
- The children should disembark safely under the control and supervision of the teacher. Only when all are quiet and listening should they move to the next stopping point, and finally to the changing room.
- In the changing rooms they must be fully supervised. It may not always be possible, because of staffing imbalances, to ensure a male member of staff is available to supervise the boys' changing room. On these occasions where it proves necessary for a female member of staff to supervise this area it is her responsibility to take appropriate steps to ensure both discipline and the privacy of the individuals changing is taken into account.
- No child should leave the changing rooms, except to go to the toilet, until they are ready, seated and quiet.
- When they are ready they should line up outside the changing rooms and walk to their working positions – Running is unacceptable.
- **Parents/carers should not enter individual cubicles unless they are supporting their own child for specific reasons**
- Each teacher must keep a record of swimming attendance, so that if a child forgets his/her kit letters can be sent home. Notes must be insisted on for any children medically 'excused'.
- Behaviour in the pool must be both safe and sensible. Anyone causing a danger to others must be immediately removed from the pool. They must not remain unsupervised in the changing room, but be allowed to obtain a towel and sit on the poolside for the remainder of the lesson.
- If the action was of an extremely serious nature or repeated inform the Head Teacher and the child will be barred from swimming.

15. Unacceptable behaviour

- Children that are subject to a behaviour plan must have this followed consistently by all adults dealing with them
- We will not tolerate noisiness, persistent calling out, disobedience, insolence, deliberate unkindness or rudeness.
- **No pupil** must be asked to stand outside the classroom when behaviour becomes unacceptable.

- For persistent or significant behavioural issues then the Head Teacher alone will decide whether the pupil's participation in any school visits or events should be withdrawn.

Sanctions

1st Offence

Reprimand by the teacher.

Continued offence

The pupil will be removed from the class and sent with work to the 'partner teacher' for five minutes 'time-out'. The pupil will be sent with an escort and completed slip. The pupil's name will be entered on the behaviour log. The teacher will decide whether the pupil's playtime and/or lunchtime privileges should also be withdrawn. If a child is sent to another class **3** times in a week then they should be sent to the Unit Leader/Deputy Head teacher. They will make record of this and telephone the parents/carers to inform them that they have had to speak to their child. If deemed appropriate the child will be placed on report. If a child refuses a reasonable request from an adult to move to another class then the Unit Leader should be sent for.

If a child appears more than **4** times on the behaviour log during a half term then the pupil's parent(s)/guardian(s) will be asked to attend a meeting. However if a child is presenting serious cause for concern and as yet not made 4 entries on the behaviour log then this can also trigger a meeting. Present at the initial meeting with the parent(s)/guardian(s) should be the Unit leader and the class teacher. The aim of the meeting will be to discuss possible next actions. These may include a referral to the Multiagency Team (MAT) or the school counsellor.

The Head Teacher will decide whether the pupil's participation in any school visits or events should be withdrawn.

Where the pupil is felt to be in serious risk of exclusion or disaffection a Multi- Element Plan (MEP) will be established by the SEN Co-ordinator/Unit Leader and the class teacher. This will be monitored by either the Unit Leader or Deputy Head teacher. A file will also be opened and kept by the class teacher.

The contents of the MEP will be shared with all appropriate staff and parents/carers/carers/carers who have regular contact with the child or have occasion to work with the child.

A follow up meeting will be set for the next half term so that the situation can be reviewed, the impact of interventions can be assessed and the next steps can be established.

If after the follow up meeting the child's behaviour continues to be a concern then a third meeting is held at which either the deputy or head is present.

Should a pupil break a rule contained within the contract section of their MEP then this will be deemed as Seriously Unacceptable Behaviour.

16. Seriously unacceptable behaviour

- Seriously unacceptable behaviour disrupts the orderly running and safety of people in the school.
- In the event of a serious offence the pupil will be referred to the Head Teacher immediately. At this point an impartial investigation will be conducted to establish the facts.
- Following investigation the Head Teacher will make a decision as to whether or not the child should be excluded and if so, for how long. A PSP will be initiated regardless of the decision made about exclusion.

14.1 Fixed Term Exclusion

Fixed term exclusion may last up to 15 days in any term. The Head teacher excludes a child by writing to the child's parents/carers, the Chair of Governors and to the Admissions and Exclusions department of the Local Authority. This letter will say how many days the exclusion will last. The exclusion begins from the start of the next school day. Work is set for the child to complete during that period by the class teacher. At the first mutually convenient time after the exclusion ends the parents/carers, child and a nominated member of staff meet to agree a plan to improve the child's behaviour.

14.2 Permanent Exclusion

In exceptional circumstances the Head Teacher will inform the School Governors and a permanent exclusion of the pupil will be considered. The Head Teacher and Governors will take full account of the guidance provided in *Derbyshire Council's Children's Behaviour in Schools documentation*.

Once the Head teacher recommends a permanent exclusion his/her power to decide what should happen to the child ends.

All power to decide the child's future schooling now rests with the Governing Body of Grange Primary School and the L.A.

Three Governors meet as a Permanent Exclusion Panel and invite the family, the Head teacher and an Education Officer to give reports and ask questions about the exclusion.

At the exclusion meeting the Governors must decide whether to support the permanent exclusion and tell the Education Officer that they think the child should not come back to Grange or to tell the Head teacher to take the child back into school.

The Governors may appeal against the Education Committee's decision. The Head teacher may not.

During an exclusion process, a child remains part of Grange Primary School until the Education Committee confirms a permanent exclusion. The Head teacher and the teachers have to set and mark work to try to help the family.

14.3 Positive Intervention

It may on occasions be necessary to use Positive Intervention techniques on a child who is a significant harm to themselves or others. This can be either physical aggression towards pupils or staff or actions that will significantly hurt themselves or others. The emphasis in school is on the avoidance of physical intervention, with displays of aggression being dealt with through persuasion, diversion or instruction if at all possible.

Children who regularly engage in aggressive or destructive behaviour and who may require Positive Intervention will have an individual handling policy written for them. This policy outlines what are the main triggers for that child and the ways in which situations can be de-escalated. If this is not possible it will also outline how positive handling will be employed and the members of staff who will be involved. Every policy has a number of steps, which gives the child opportunities to disengage from the behaviour, so that positive handling is used as a last measure. The policy is shared with the parents/carers and there is a requirement that all parties involved sign it. The policy is reviewed regularly and changed if required.

17. Role of the Class Teacher

- Develop an atmosphere where children are valued and promote high self-esteem
- Adhere to the policy
- Complete the agreed school behaviour log records promptly
- Ensure sanctions are followed through
- Report incidents and record appropriately

18. Role of the Head teacher and Governing Body

- To ensure procedure is consistent throughout the school
- To ensure that the Behaviour policy is being implemented
- To monitor behaviour issues and act on any patterns or trends identified

17. Role of the Parents/carers/carers/Guardians

- Support the school in the implementation of the Bullying Policy
- Communicate with the school about any issues or concerns

18. Race Equality and Equal Opportunities

All children have equal access to the curriculum regardless of their gender, disability or ability. We plan work that is differentiated for the performance of all groups and individuals and are committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment to achieve their potential.

19. Review

The Head Teacher and staff will review this policy during Spring Term 2017. Any suggested amendments will gladly be presented to the Governing Body.