

# Grange Primary School



## Behaviour Policy

**Approved: June 2017**

**Signed:**

**Reviewed: June 2018**

## **Introduction**

-Please read in conjunction with Anti Bullying & Physical restraint Policies

Grange Primary School has at their heart a firm commitment to putting the needs of 'Children First'. Our policies and practice promote an environment conducive to learning, ensuring high achievement for all young people, irrespective of their differing needs.

Good behaviour is an essential condition for effective teaching and learning to take place. At Grange Primary School, we believe that pupils and staff have the right to work in an environment that is safe, friendly, peaceful and fair. Good behaviour must be carefully developed and supported. High self-esteem promotes good behaviour, effective learning and positive relationships. We believe that the best means to promote good behaviour are to emphasise potential, reward success and to praise effort as well as achievement, rather than focusing on shortcomings and failure. Through the example of the adults who care for them at school, through well planned and stimulating learning opportunities, we believe that children will embrace learning challenges and develop self-discipline. It is the responsibility of parents and carers to work in partnership with the school to help their children behave well.

*This policy adheres to the principles of the United Nations Convention of the Rights of the Child (UNCRC) specifically articles; 13 Freedom of Expression, 19 Protection of all forms of violence 31Leisure, play and culture*

## **Positive Approaches to Behaviour**

In all classrooms we aim for praise to outweigh consequences. We need to concentrate on positive aspects of behaviour.

We actively promote good behaviour in school by modelling the behaviour we want to see, by communicating clearly our expectations of behaviour and by acknowledging, praising and rewarding good behaviour throughout the school.

Rules have been written by the whole school community including the children.

Promotion of good behaviour is the responsibility of every member of the school staff and particularly of the teacher in class. Teachers each have their own strategies for noticing and rewarding behaviour in class and these are supplemented by whole school systems to promote and reward good behaviour.

*These include:*

- *Home/School Agreement for all pupils*
- *Merit points*
- *Head Teacher awards*
- *Star of the week*
- *British value awards*
- *Positions of responsibility,*
- *Bucket filler*

## **Behaviour Watch**

Behaviour is monitored through a programme called Behaviour Watch. It runs throughout school for every child. It tracks positive and other behaviours which is dealt with following the behaviour policy by all staff. All staff receive training and updates on how to use it. Every classroom has a tablet to record incidents.

## **Responsibilities:**

All members of Grange Primary School need to be concerned about themselves, other pupils, parents, carers, teachers, their belongings, their school and equipment.

Everyone should:

- Arrive at school and at lessons punctually and be prepared to learn
- Bring appropriate equipment such as: PE kit and reading books and any other necessary equipment, a suitable bag to carry books and any equipment needed during the school day
- Wear Grange school uniform correctly
- All children are expected to be polite, courteous, respectful to everyone on the school site and to comply with reasonable requests or instructions made by staff on the first time of asking
- Children are expected to have regard for their own safety and that of others
- Grange Primary School provides a secure and safe environment for children who are expected to remain on site throughout the school day and leave promptly at the end of the day unless engaged in enrichment activities

Everyone should:

- ✓ Look Smart
- ✓ Act Smart
- ✓ Be Smart

## **To be a Star....** (also Appendix 1)

To help protect and encourage, we have basic rules for our classrooms and outside. These Star Rules are common throughout school. Pupils were involved in writing the Star Rules.

### **To be a Star**

We will...

- ✪ Treat each other with respect and kindness
- ✪ Do our best, work hard and have fun
- ✪ Look after everyone and everything in our school
- ✪ Be organised and responsible for our own things
- ✪ Be polite and positive to everyone
- ✪ Communicate – talk clearly and listen carefully
- ✪ **We can all be stars**

## **Managing Behaviours**

This Behaviour Policy seeks to encourage children to make positive choices and re-enforces those choices through praise. The school recognises that even when encouraged to make the right choice, some children will occasionally make choices that threaten their own learning or that of others. A series of strategies will then need to be used to bring about changes to these behaviours. The aim of these strategies is to encourage children to comply with the school rules and re-engage with learning. In some circumstances, the Head of School will need to act to ensure that the behaviour of a minority does not undermine the education of the majority or threaten the well-being of others, the school, or its community: this may result in exclusion.

When a child forgets or breaks a rule, staff intervene to bring about behaviour that is more appropriate as quickly as is possible. Behaviours which do not impinge upon the rights of others will be dealt with by staff using a variety of strategies, using the least intrusive approach to bring about changes in behaviour, to reduce interruption to teaching and to avoid 'rewarding' the behaviour. Behaviours, which do impinge on the rights of others, will be dealt with using a whole school hierarchy of disciplinary intervention.

## **Consequences of Behaviour System 123ABC**

At Grange we use a hierarchical system of ‘Consequences of Behaviour’ this is designed to give children choices. (Table below also available as Appendix 2)

<b>Consequence/ Behaviour</b>	<b>Behaviour Management- dialogue/ strategies</b>
Staff to use all their positive behaviour techniques to ensure child stick to the rules. Wherever possible ignore unwanted behaviours. (i.e Proximal praise-praise children exhibiting the correct behaviour required.)	See Appendix 3
<b>Warning 1- First negative behaviour- Rule reminder</b>  <i>Any acts of physical violence or putting themselves or others in danger move straight to C</i>	Verbal warning – name child and shape desired behaviour “Ben you are talking, what is the rule about talking? If you choose to keep talking that is a Warning 2
<b>Warning 2 – Second negative behaviour</b>	If poor behaviour continues, issue second verbal warning – get down to child’s eye-level and discuss calmly expectations of behaviour and consequences if poor behaviours continue (W3) Behaviour Watch-2
<b>Warning 3-Third negative behaviour</b>	Move child to the time out area (table) for no more than 10 minutes and dependent on the child’s age and stage of development.  Child also misses a period of break, lunch time or a short period of time after school.  If the poor behaviour is at break or lunch time, the child has a discretionary period of time out away from other children. Behaviour Watch-3
<b>A- Fourth negative behaviour</b>  Phase 1- Phase 3 Phase 2- Phase 4 Phase 4- Phase 2 Phase 3- Phase 1  <b>B.W.A</b>	If poor behaviour continues the pupil is taken to a designated parallel class for a time of reflection (discretionary but no longer than a lesson.) <ul style="list-style-type: none"> <li>Supervised lunch may be considered</li> </ul> Complete a behaviour reflection form when the child returns – copy to KS lead and HoS (See appendix 4)  Parents will be verbally informed
<b>B- Fifth negative behaviour</b>  <b>B.W.B</b>	If the poor behaviour continues after above interventions they go to the SLT or Learning Mentor.  Complete a behaviour reflection form when the child returns – copy to KS lead and HoS (See appendix 4)  Parents will be informed and decisions will be made about further interventions.
<b>C- Sixth Negative behaviour or immediate C for:</b> Health and Safety Violence or threatening behaviour towards others Refusal to follow instructions Continual verbal abuse  <b>B.W.C</b>	Parents will be informed and decisions will be made about further interventions e.g. fixed in – house exclusion, fixed term exclusion or permanent exclusion.

Please note:

The slate is wiped clean after playtime, lunch and at home time. Staff will use their professional judgement, knowledge of the child and the age of the child when using these steps.

## **When These Approaches Don't Work**

### **Supervised Lunch**

This is when a child eats their lunch with a member of SLT in a designated area and does not go out to play. The child might complete work or complete a quiet task eg. Reading or reflection resources. Parents are informed and logged in folder (including reason why). Pupils who require Supervised Lunch names will be written on the board in the Staff Room.

### **Personalised Behaviour Plans**

If the approaches outlined do not help a child bring about changes in his/her behaviour, an individual plan will be drawn up to put in extra support to help the child to improve his/her behaviour. A meeting may be called to plan the support and may involve others such as the school Head Teacher, the SENDCo, the class teacher, TA, the Educational Psychologist, the Behaviour Support Team as well as the parents and child. An individual behaviour plan will be agreed including behaviour targets, criteria for success and a review date. A regular meeting will be set up with parents/carers to update and inform them of the child's progress. (See appendix 5)

### **In House / Fixed Term Exclusion**

'Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports Headteacher's in using exclusion as a sanction where it is warranted.' (DfE 'Exclusion from maintained schools, Academies and pupil referral units in England 2012)

All decisions to exclude are serious and only taken as a last resort or where the breach of the school rules is serious. The following are examples;

- Failure to comply with a reasonable request from a senior member of staff
- Breaches of health and safety rules
- Verbal abuse of staff, other adults or students
- Failure to comply with the requirements of the 'Consequence System'
- Wilful damage to property
- Racism, Homophobia and bullying
- Stealing
- Making a false allegation against a member of staff
- Persistent defiance or disruption.
- Fighting
- Other serious breaches of school rules

The school recognises the need to keep fixed term exclusions short wherever possible. It is therefore anticipated that exclusions would not exceed 5 days fixed term.

### **Permanent Exclusion**

'A decision to exclude a pupil permanently should only be taken:

- in response to serious or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school'

(DfE 'Exclusion from maintained schools, Academies and pupil referral units in England 2012)

The Head of School will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a child for a first or 'one-off' offence. These offences might include:

- Repeated verbal abuse of staff
- Persistent disruption and defiance that may or may not be directly linked to the consequence system
- Serious actual or threatened physical assault against another student or a member of staff
- Carrying a weapon
- Making a malicious serious false allegation against a member of staff
- Potentially placing members of the public in significant danger or at risk of significant harm

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.

### **Lunchtimes & Playtimes**

At lunchtimes and playtimes we expect every child to abide by all the school rules and it is the role of whoever is supervising to encourage and support positive behaviours. The role of staff at lunchtime and playtime is to follow the agreed positive approaches and consequence system. Parents of children who cannot follow lunchtime rules will be asked to take their child home for lunch.

### **Before and After School**

Whilst children are on school grounds they are expected to abide by the school behaviour policy. Should unwanted behaviours occur during these times parents will be asked to ensure they remain with their child until the classroom door is open and are there to collect them at the end of the day. The school consequences behaviour system will still apply and will be dealt with during school hours.

### **Leaving the classroom or school grounds without permission**

The law and legal framework concerning missing or runaway children states;

“Anyone who has care of a child without parental responsibility may do what is reasonable in all circumstances to safeguard and promote the child’s welfare (Children Act 1989 s3 (5)). It is likely to be “reasonable” to inform police, or children’s services departments, and if appropriate, their parents, of the child/young person’s safety and whereabouts.”

If a pupil runs out of a class we will establish where he or she has gone. Teaching staff will not run after them but will shadow and send a message to the office for further adult support. A watchful eye will be kept on any child who has taken him or herself out of the school building and possibly out of school grounds, unless this provokes the child to run further. If a child is no longer on school premises, parents will be contacted. If they are not at home the police will be informed that a pupil has left school and is at risk.

### **The power to discipline beyond the school gate**

Disciplining beyond the school gate covers the school’s response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The governing body must be satisfied that the measures proposed by the head teacher are lawful. (See Appendix 5)

### **Searching and confiscation**

The Headteacher, Deputy Headteacher and senior members of staff have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items. School staff can seize any banned or prohibited item found as

a result of a search or is considered to be harmful or detrimental to school discipline. (See Appendix 6)

### **Physical Intervention**

The use of physical intervention is very rare and is, wherever possible avoided. There may be occasions where the use of physical restraint is appropriate; for example if a child is hurting his/her self and/or others or making a threat to injure using a weapon. Any intervention used will always be minimal and in proportion to the circumstances of the incident. All physical intervention will be recorded. (Please refer to our Physical Restraint Policy April 2016 for further guidance)

Appendix 1

### **The Grange Star Rules**

We will.....

- ✪ Treat each other with respect and kindness
- ✪ Do your best, work hard and have fun
- ✪ Look after everyone and everything in our school
- ✪ Be organised and responsible for your own things
- ✪ Be polite and positive to everyone
- ✪ Communicate – talk clearly and listen carefully
- ✪ We can all be stars!

**Consequences of Behaviour in the classroom 123ABC**

At Grange Primary School we use a hierarchical system of 'Consequences of Behaviour' this is designed to give children choices.

Consequence/ Behaviour	Behaviour Management- dialogue/ strategies
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<b>Warning 3-Third negative behaviour</b>	Move child to the time out area (table) for no more than 10 minutes and dependent on the child’s age and stage of development.  Child also misses a period of break, lunch time <b>or a short period of time after school.</b>  If the poor behaviour is at break or lunch time, the child has a discretionary period of time out away from other children. Behaviour Watch- 3
<b>A- Fourth negative behaviour</b>  Phase 1- Phase 3 Phase 2- Phase 4 Phase 4- Phase 2 Phase 3- Phase 1	If poor behaviour continues the pupil is taken to a designated parallel class for a time of reflection (discretionary but no longer than a lesson.)  Complete a behaviour reflection form when the child returns – copy to KS lead and HoS (See appendix 4)  Parents will be verbally informed
<b>B- Fifth negative behaviour</b>	If the poor behaviour continues after above interventions they go to the SLT or Learning Mentor.  Complete a behaviour reflection form when the child returns – copy to KS lead and HoS (See appendix 4)  Parents will be informed and decisions will be made about further interventions.
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Please note:

The slate is wiped clean after playtime, lunch and at home time. Staff will use their professional judgement, knowledge of the child and the age of the child when using these steps.

**‘Positivity breeds positivity’**

- Positive praise
- Hand actions to reinforce expectations ( quiet, look at me, listen, sit appropriately)
- Universal hand signal - quiet
- Choice and Consequences
  - “Tim you can either do PE or you can sit on the side and read your book, which are you going to do?”
  - “Sarah you have a choice, join in on the carpet or leave the carpet. Which are you going to choose? Make the right choice”
- Ignore negative behaviour- (to a point!) do not draw attention to it.
- “What should you be doing now?”
- Proximal praise, praise children doing the required behaviour.
- Calm voice
- Simple language
- Eye contact
- Positive body language
- Use children’s names
- Agree and move on
- Expect positive behaviour
- PIP (Praise In Public) and RIP (Reprimand In Private)
- ‘Thank you’ not ‘please’
  - “Jim wash your hands, thank you”
- Take action yourself- be part of the solution
- Three pieces of information

**SECTION A – Prior to removing student**

Name of student	Date	Lesson
Teacher	Time of departure form class	Work given to complete?

**SECTION B- Completed afterwards with the student**

Describe exactly what you did.
How do you feel about your behaviour?
How can you make up for what you have done with the member of staff and/or the other student?
How are you going to behave in the future?

**SECTION C- to be completed by the class teacher**

What strategies are you going to use in the future?
Any other notes

Signed by Child.....Date.....

Signed by Teacher.....Date.....

### Personalised Behaviour Plan

<b>Child:</b>	<b>Dob:</b>	<b>Class:</b>	<b>SEND</b>	<b>Photo of Child</b>
<b>Key Person</b>	<b>Role:</b>	<b>Start Date:</b>	<b>Review Date:</b>	

<b>Behaviours Causing Concerns</b>	<b>Antecedents</b>	<b>Outcomes</b>

<b>Specific Observed Behaviour</b>	<b>Strategies to support and or modify behaviour</b>	
<i>I do this</i>	<i>You should do this</i>	<i>If this continues do this</i>
1.		
2.		
3.		

<b>Behaviour Plan Review</b>			
<b>What's working?</b>	<b>What's not working?</b>	<b>Action required?</b>	<b>Who?</b>
1.			
2.			
3.			

Signed by Teacher.....Date.....

Signed by Parent.....Date.....

**The power to discipline beyond the school gate**

Disciplining beyond the school gate covers the school's response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The governing body must be satisfied that the measures proposed by the head teacher are lawful.

Any bad behaviour when the child is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil at the school

Or, misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school

As a result of any of these behaviours, the Headteacher will collect witness statements from both adults and children who have witnessed the event. The parents of the child involved will be contacted and invited into school to discuss the matter. Sanctions for the bad behaviour will follow those issued by the school for bad behaviour during the school day. Parental support will be sought for sanctions which they are able to administer outside the school day.

Following any incident, the Headteacher will consider whether it is appropriate to notify the police or Community Support Officers of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police will always be informed. If there is any concern that the behaviour may be linked to the child suffering, or being likely to suffer, significant harm, safeguarding procedures would be followed.

### **Searching and confiscation**

The Head of School, Deputy Headteacher and senior members of staff have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items. School staff can seize any banned or prohibited item found as a result of a search or is considered to be harmful or detrimental to school discipline.

### **Searching with consent**

School staff can search pupils with their consent for any item which is banned by the school rules.

- The school does not need to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag and for the pupil to agree
- Items which are banned in school include, mobile phones, electronic games or devices, any item which could be used as a weapon, matches, any form of drugs (including medicines, which have not been prescribed and a medical from completed), knives, firearms, sprays, alcohol or stolen items
- If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in the school's behaviour policy
- A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to go to time out or to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty

### **Searching without consent**

Knives or weapons, alcohol, illegal drugs and stolen items (referred to in the legislation as 'prohibited items') can be searched for without consent

Who can search?

Head of School, Deputy Headteacher or a senior member of staff. But:

- you must be the same sex as the pupil being searched (if possible); and
- there must be a witness (also a staff member) and, if at all possible, they should be the same gender as the pupil being searched.

When can I search?

- If you have reasonable grounds for suspecting that a pupil is in possession of a prohibited item.

### **Authorising members of staff**

The Head of School, Deputy Headteacher and senior members of staff are authorised to use these powers.

- Teachers can only request a senior member of staff to undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to be suspicious.
- The powers allow school staff to search regardless of whether the pupil is found after the search to have that item. This includes circumstances where staff suspect a pupil of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.

### **Location of a search**

- Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil.
- The powers only apply in England.

### **During the search**

Extent of the search – clothes, possessions and trays

#### **What the law says:**

The person conducting the search may not require the pupil to remove any clothing other than outer clothing. ‘Outer clothing’ means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but ‘outer clothing’ includes hats; shoes; boots; gloves and scarves.

‘Possessions’ means any goods over which the pupil has or appears to have control – this includes trays and bags. A pupil’s possessions can only be searched in the presence of the pupil and another member of staff. The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets.

### **Trays**

Under common law powers, schools are able to search trays for any item provided the pupil agrees. Pupils will have a tray on condition that they consent to have it searched for any item whether or not the pupil is present.

If a pupil does not consent to a search then it is possible to conduct a search without consent but only for the “prohibited items” listed above.

### **After the search**

The power to seize and confiscate items – general

#### **What the law allows:**

Schools’ general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil’s property as a disciplinary penalty, where reasonable to do so.

- The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon it must be passed to the police
- Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully

### **Items found as a result of a 'without consent' search**

#### **What the law says:**

- A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item (that is a weapon/knife; alcohol; illegal drugs or stolen items) or is evidence in relation to an offence
- Where a person conducting a search finds alcohol, they must retain it for return to the parent
- Where they find controlled drugs, these must be delivered to the police as soon as possible
- Where they find other substances which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline
- Where they find stolen items, these must be delivered to the police or returned to the owner, providing it is safe to do so
- Any weapons or items which are evidence of an offence must be passed to the police as soon as possible
- It is school policy to always deliver stolen items or controlled drugs to the police. If the owners of the items are known and do not pose a threat to the pupil, these will be returned to the owner

#### **Telling parents and dealing with complaints**

Schools are not required to inform parents before a search takes place or to seek their consent to search their child.

- There is no legal requirement to make or keep a record of a search, however as good practice the sheet below will be completed whenever a search and/or confiscation has taken place.
- The school will always inform the individual pupil's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found along with any other banned items which might be found.
- Complaints about screening or searching will be dealt with through the normal school complaints procedure.