

The Grange School

Behaviour Policy and Procedures

Reviewed: June 2019

Next review: June 2022 or sooner if required



THE GRANGE SCHOOL

BEHAVIOUR POLICY

This policy is intended to set out the standards of behaviour required by the staff, pupils, parents, visitors and governors of The Grange School. At The Grange School, we believe that good behaviour comes from high self-esteem and positive praise. This applies equally to adults and children by promoting the fundamental British values, positive reinforcement, self regulation and self discipline.

The school recognises that pupils with a special educational need or disability, for example, those who have a diagnosis of Autism or display traits of ASD, ADHD or other neurological conditions, may need support to following school routines and rules.

An effective behaviour policy will

- Identify the boundaries for 'what is' and 'what isn't' acceptable behaviour.
- Give children, staff and members of our school community clear and consistent guidelines for the way in which positive behaviour will be rewarded and negative behaviour sanctioned.
- Play a vital role in ensuring that all children achieve their academic potential.
- Help children's moral and social awareness, including that of the fundamental British Values.
- State clearly the procedures for exclusion (to be read in conjunction with our Exclusion Procedures document).
- Outline roles and responsibilities for pupils, parents and staff
- Recognise the individual needs of pupils and support the SENCo to provide appropriate provision for these pupils.
- Ensure all pupils can communicate in appropriate ways.
- Be written in collaboration with staff and pupils from selected year groups.

Good behaviour occurs in an environment where all people are valued for their contribution and where everyone has a shared sense of responsibility. It is vital that all members of a school community recognise the importance of clear, agreed expectations of behaviour and model this throughout the school.

All persons are expected to model the behaviour which reflects and supports the following school rules which are displayed throughout the school.

At The Grange School we expect all children to:

- Keep hands, feet and unkind words to yourself
- Do what you are asked by all members of staff straight away
- Work and play in a way that does not disturb others
- Help keep each other, and all the things in our school, safe
- Move about the school quietly, sensibly and respectfully
- Speak to and treat all people with respect
- Follow the school routines

Our overriding aim is to equip children with the strategies and tools to operate with self regulation and self discipline in all aspects of their lives. We want children to be happy, safe and successful. We recognise that for most children, this is a developing process and that children will be continually supported in this development by all members of staff.

REWARDING CHILDREN'S ATTITUDE TO WORK & BEHAVIOUR

As a school, we believe that our focus should be on recognising the achievements and positive behaviour that children display. With that in mind, we employ a wide range of strategies to recognise and reward good attitudes and desirable behaviour; both in individuals and in whole class groups.

These strategies include:

ON-GOING INDIVIDUAL PUPIL AWARDS:

- Good work ethics
- Effort
- Positive attitudes
- Demonstrating British values eg Democracy, The rule of Law, Individual Liberty, Mutual Respect, Tolerance of those of different faiths and beliefs
- Resilience
- Demonstrating desired behaviour

Verbal praise, non-verbal praise eg high five, thumbs up, postcard, dojo, Headteacher time, verbal feedback to parents

WHOLE CLASS RECOGNITION

- Whole class work
- Whole class behaviour
- Whole class team work

Class dojo, twitter mention, visit from the behaviour lead, behaviour award (monthly certificate from behaviour lead), whole class recognition eg extra outdoor play, class games, extra ipad time.

WEEKLY AWARDS:

- Celebration assembly with family
- Presentation assembly

Celebrating class work and dojo awards, presentation of individual and class work.

TERMLY AWARDS

- Superhero Celebration

CONSEQUENCES OF INAPPROPRIATE BEHAVIOUR

Breaking of school rules:

- Consideration is given to Special Educational Needs SEN & other identified children who require an individual approach.
- Identify 'why' behaviour is unacceptable & demonstrate the appropriate behaviour.
- Focus on the behaviour being unacceptable, not the child.
- It's the school rules that help a child to reflect/ develop/ learn about appropriate behaviour and sanctions so there's no need to shout and be intimidating.
- Sanctions should be private and praise in public wherever possible.

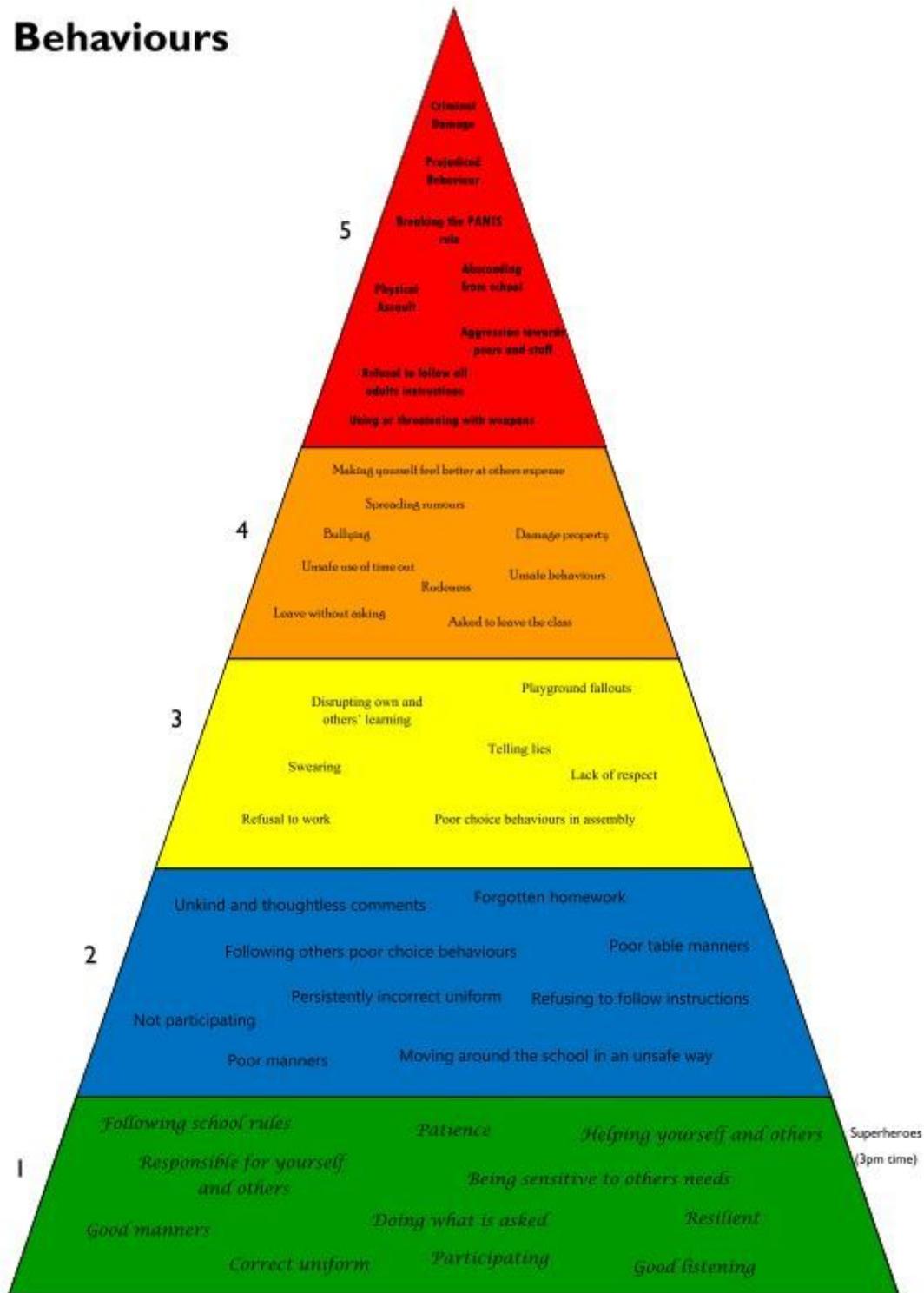
- We discipline because we care about the child behaving appropriately 100% of the time, not 95%.
- Use a second member of staff in difficult situations as a witness and for support.
- All staff are empowered to give sanctions as per the behaviour triangle

SUPPORT FOR BEHAVIOUR

- Report cards- Children on report cards will be sent to Behaviour Lead at 3pm to have them signed. Parents/ carers will be spoken to at the end of each day.
- 1:1 work with the ELSA - Appropriate levels of intervention will be put in place to support the behaviour. Work on Restorative Justice will be implemented
- 1:1 work with Behaviour Lead - Appropriate levels of interventions will be put in place to support the behaviour. Work on Restorative Justice will be implemented
- 1:1 work with SENCO assistant - work together to complete a behaviour for learning plan.
- Removal from situations that may cause behaviour concerns eg break time and lunch time play (alternative arrangements will be made appropriately which will include peer socialisation, physical activity and fresh air)

During break and lunch time if a child's behaviour is orange or red then the child is to be removed from the situation and placed under the care of the behaviour lead who will deal with the behaviour as per the behaviour triangle. If a child refuses to accept the support for their behaviour then a phone call home will be made and parents will collect.

Behaviours



Consequence

