****

|  |  |
| --- | --- |
| Date last updated | Nov 2022Aug 2023 |
| Confirmed current  |  |

**Grange Primary School Behaviour Policy 2022**

1. **Introduction**

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

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

Parents and carers play an integral role in supporting high standards of behaviour.

1. **Aims**

The aims of this policy are:

* To create the conditions for an orderly community in which effective learning can take place: a safe, calm environment for all pupils, staff, and the school community.
* To promote positive attitudes to good behaviour and respect for others, where disruption to learning is not tolerated.
* To develop social skills, personal development knowledge and ethical/moral values within the school community, creating an atmosphere of tolerance and mutual respect.
* To encourage pupils to take on responsibilities which encourage growth and development
* To prevent any forms of bullying among pupils.
* 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 during extra-curricular activities. Positive praise and reward are an integral part of our approach.

1. **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
* Mental Health and behaviour in schools’ guidance
* Keeping Children Safe in Education 2023

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

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. Some pupils may need extra support to reach the expected standards of behaviour and early identification of this is key, with planned support measures introduced at the earliest opportunity.

1. **High expectations of 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
1. **School Rules**

These are discussed with the children and each class generate their own child friendly 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 using age-appropriate language.

1. **Teaching our pupils about positive behaviour**

All staff promote positive behaviour at every point of the school day. This is achieved through every interaction that takes place, with staff providing a positive role model for our children. Clear expectations are taught explicitly through our classroom routines and rules but also through our PSHE curriculum and our safeguarding specific lessons. Weekly assemblies promote positive learning behaviours and expectations, and these are celebrated with our ‘Champion of the week’ certificates. During a child’s journey through Grange Primary School, behaviour expectations are a key component of our transition process from year to year.

1. **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.

Our Grange Reward journey

* A bronze sticker is presented to a child for any positive behaviours presented at any time in the school day.
* Every child has a ‘Grange Reward Journey’ to keep their bronze, silver, gold stickers in. This follows 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 on their Reward Journey and another silver sticker which is kept on a collective class chart. This class chart allows for inter class competition – the class with the most silver stickers in a term will receive the ‘Silver Star Cup’ which is placed in a prominent area within their classroom for the term.
* When a child reaches 5 silver stickers (= 50 bronze stickers) they receive a gold sticker. At this point they present their Reward Journey to the Head/Deputy and a letter is sent home electronically which says ‘I have reached my golden star award and you are invited to see me get my golden certificate in our Golden reward assembly’. This is a big achievement and families are encouraged to celebrate this.
* A child will then continue to collect further 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 bronze, silver, gold, continuing to a bronze wise owl, a silver wise owl and then a gold wise owl pin badge.
* SLT will monitor the application of this reward system each term and staff will regularly discuss and moderate how bronze stickers are given out to ensure consistency in approach.

Other rewards may include:

* Verbal praise, picking out specific points for positive comment.
* A visit to a Phase Leader, the Deputy Head Teacher, or Head Teacher for commendation.
* A public word of praise in front of a group, a class, a year group or the whole school.
* Public written acknowledgement by presentation at our weekly ‘Reward Assembly’
* School badges, stickers, stars, stamps or certificates for good behaviour, community support or a positive approach.
* Class Dojo points where appropriate.
* 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 on Tapestry for EYFS/ClassDojo informing them specifically of some action or achievement deserving praise.
* Affording the pupil, the opportunity to undertake specific areas of responsibility in recognition of their high

 standards of behaviour.

* Attendance of whole class or year group rewards e.g golden time, special reward events.
1. **Creating a positive whole school approach to managing behaviour using emotional awareness**

Grange Primary School has adopted an emotionally aware approach to understanding children’s behaviours based on their emotional state and well-being development. This also means that all staff are given regular training on the neuroscience behind children’s behaviours.

Part of this approach looks at developing classrooms that positively support behaviour management and these should include

* Clear class rules and routines displayed.
* An area in the classroom to support emotional well-being/regulation.
* Displays promoting positive learning attitudes and skills.

This strategy also looks at the way we communicate with children about behaviour and the following have been adopted:-

* The use of specific language when discussing behaviour with agreed phrases.
* A calm and measured approach when communicating with children.
* The use of specific de-escalation strategies and techniques to help restore calm.
1. **Investigating incidents of unacceptable behaviour**

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), reflecting back to the 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.

**Procedure for Dealing with unacceptable behaviour and seriously unacceptable behaviour**

*Below is a list of behaviours (not exhaustive) that come under the Grange Primary School definition of unacceptable behaviours, with a guide to the level of intervention that would be required to address this unacceptable behaviour.*

|  |  |  |
| --- | --- | --- |
| Area of school life | Types of unacceptable behaviour | Actions to be taken |
| During learning time | * Breaking of any of the agreed rules
* Failure to follow a reasonable instruction
* Verbal altercations (non-racist/non-bullying/non-abusive)
* Physical altercations (minor nature/non-bullying/non-abusive)
* Excluding another child from an activity on purpose
* Rude attitude towards an adult
* Disrupting learning on purpose
* Refusing to complete work
 | First offenceReprimand by a member of the classroom teaching team, with a discussion on how a child can approach a situation differently next time. This will help to re-enforce our high expectations.Teachers will offer solutions to rectify the situation. E.g * Restorative conversations between pupils.
* Time out in a self-regulation area in the classroom to reflect.
* Child asked to complete unfinished work at break/lunch play.

Continued offence* The pupil to be sent to the partner class for time out (age and developmental stage appropriate)

Prior to returning, a member of the teaching team will re-enforce classroom expectations. Phase leaders may be called upon to strengthen this message depending on the circumstances.* Teachers may choose to utilise a reflection area in the classroom as an alternative space in the moment.
* Child to miss breaktime as a consequence using the reflection room. The behaviour mentor/SLT to reinforce positive behaviour choices and reset the child’s emotions and behaviours.

Recorded in the reflection room log. Parents must be informed of their child’s behaviour by the class teacher at the end of the day. Pro-active strategies will be explored and implemented by class teacher. Further offenceInternal isolation from classroom environment for a fixed period. This will be supported by the behaviour mentor/SLT. An incident report will be completed by class teacher, and an action plan will be put into place by SLT to support behaviour. SLT will inform parents. |
| Seriously unacceptable behaviour | Actions to be taken |
| * Verbal abuse towards another pupil or adult. This includes negative use of protected characteristics, and language that does not fit in with our equality and diversity policy. This also includes foul language.
* Physical abuse towards another pupil or adult.
* The use of mobile phones/smart watches in school.
* The misuse of any technology in school, including taking photos of others without permission, or accessing inappropriate web material.
 | First offencePupil immediately sent to phase leaders/SLT who will investigate the incident following agreed protocol. Pupil to receive internal isolation for a fixed period of time and parents informed. An incident report will be completed by the teacher, and an action plan will be put into place by SLT to support behaviour. Second offenceInternal isolation for a further fixed period of time where the behaviour mentor/SLT will provide targeted intervention to support behaviour improvement and restorative work. Parents will be invited into school to discuss next steps with Phase leaders/SLT. Further offenceSuspension for a set period of time determined by Head Teacher.  |
| Area of school life | Types of unacceptable behaviour  | Actions to be taken |
| On the playground/at playtimes  | * Breaking of any of the agreed rules
* Failure to follow a reasonable instruction
* Verbal altercations (non-racist/non-bullying/non-abusive)
* Physical altercations (minor nature/non-bullying/non-abusive)
* Excluding another child from an activity on purpose
* Rude/aggressive attitude towards an adult
 | First offenceReprimand by the duty teacher, with a discussion on how a child can approach a situation differently next time. This will help to re-enforce our high expectations.Teachers will offer solutions to rectify the situation. E.g * Restorative conversations between pupils.
* Time out in a self-regulation area on the playground to reflect.

Continued offenceThe pupil to miss a playtime and attend ‘Think about it’ time supported by the school behaviour mentor/SLT. This will be in the reflection room. Recorded in the reflection room log. Parents must be informed of their child’s behaviour by the class teacher at the end of the day. Pro-active strategies will be explored and implemented by class teacher.  Further offenceThe pupil to miss a set amount of playtimes, attending ‘Think about it’ time supported by the school behaviour mentor/SLT in the reflection room.An incident report will be completed by class teacher, and an action plan will be put into place by SLT to support behaviour. SLT will inform parents. |
| Seriously unacceptable behaviour | Actions to be taken |
| * Verbal abuse towards another pupil or adult. This includes negative use of protected characteristics, and language that does not fit in with our equality and diversity policy. This also includes foul language.
* Physical abuse towards another pupil or adult.
* The use of mobile phones/smart watches in school.
 | First offencePupil immediately sent to phase leaders/SLT who will investigate the incident following agreed protocol. Pupil to receive internal isolation for a fixed period of time and parents informed. An incident report will be completed by the teacher, and an action plan will be put into place by SLT to support behaviour. The pupil to miss a set amount of playtimes and lunchtime playtimes in the reflection room supported by the school behaviour mentor/SLT. Parents will be informed by SLT and an action plan to amend unwanted behaviours will be put in place.Second offenceInternal isolation for a fixed period of time where the behaviour mentor/SLT will provide targeted intervention to support behaviour improvement and restorative work. Parents will be invited into school to discuss next steps with Phase leaders/SLT.Further offenceSuspension for a set period of time determined by Head Teacher.  |
| Area of school life | Types of unacceptable behaviour | Actions to be taken |
| During lunchtimes | * Breaking of any of the agreed rules
* Failure to follow a reasonable instruction
* Verbal altercations (non-racist/non-bullying/non-abusive)
* Physical altercations (minor nature/non-bullying/non-abusive)
* Excluding another child from an activity on purpose
* Rude/aggressive attitude towards an adult
 | First offenceReprimand by a midday supervisor, with a discussion on how a child can approach a situation differently next time. This will help to re-enforce our high expectations.Midday supervisors will offer solutions to rectify the situation. E.g * Restorative conversations between pupils.
* Time out in a self-regulation area on the playground to reflect.

Continued offenceMiddays to report this to Lead Midday or a member of the SLT who will support. The pupil to miss a lunchtime playtime and attend ‘Think about it’ time supported by the school behaviour mentor/SLT in the reflection room. Recorded in the reflection room log. Parents must be informed of their child’s behaviour by the class teacher at the end of the day Pro-active strategies will be explored and shared by the teaching team, being implemented by the midday team. Further offenceThe pupil to be internally excluded from lunchtime provision, attending ‘Think about it’ time supported by the school behaviour mentor/SLT in the reflection room. This will be recorded using Grange School’s internal reporting system. Parents will be informed and an action plan to amend unwanted behaviours will be put in place. An incident report will be completed by the midday team, and an action plan will be put into place by SLT to support behaviour. SLT will inform parents. |
| Seriously unacceptable behaviour | Actions to be taken |
| * Verbal abuse towards another pupil or adult. This includes negative use of protected characteristics, and language that does not fit in with our equality and diversity policy. This also includes foul language.
* Physical abuse towards another pupil or adult.
* The use of mobile phones/smart watches in school.
 | First offenceMiddays to alert Lead midday who will immediately liaise with phase leaders/SLT who will investigate the incident following agreed protocol. The pupil to be internally excluded from a set amount of playtimes and lunchtime playtimes in the reflection room supported by the school behaviour mentor/SLT.An incident report will be completed by the midday team, and an action plan will be put into place by SLT to support behaviour. Parents will be informed by SLT. Second offenceInternal isolation for a fixed period of time where the behaviour mentor/SLT will provide targeted intervention to support behaviour improvement and restorative work.Parents will be invited into school to discuss next steps with Phase leaders/SLT.Further offenceSuspension for a set period of time determined by Head Teacher.  |
| Specific serious unacceptable behaviours | * Confirmed bullying behaviour
* Confirmed child to child abuse
* Confirmed racist behaviour.
* Confirmed sexual harassment
 | Very specific actions will need to be taken following specific protocols and policy. These will usually be undertaken by the Deputy Head Teacher or Head Teacher.  |

1. **Specific seriously unacceptable behaviour**

Grange Primary School will not tolerate any form of child-on-child abusive behaviour. This includes verbal or physical abuse, and any incidences of bullying (both on-line and off-line), racism, sexual harassment or any abusive behaviour towards protected characteristics.

* Seriously unacceptable behaviour disrupts the safe and harmonious ethos of Grange Primary School.
* In the event of a serious offence a pupil will be referred to the Head Teacher/Deputy Head Teacher immediately. At this point an impartial investigation will be conducted to establish the facts following the relevant procedures. Please see our Safeguarding policy for further details.
* Following an investigation, the Head Teacher will make a decision about relevant sanctions and/or effective strategies that need to be implemented, based on the facts gathered.
* The Head Teacher holds the sole responsibility as to whether a child should be suspended/permanently excluded and if so, for how long. The school governors hold the responsibility of reviewing any investigations and subsequent suspensions/permanent exclusions.

**12.1 Suspensions**

Suspensions may last up to 15 days in any term. The Head teacher suspends a child by writing to the child’s parents/carers, notifying the Chair of Governors and the Admissions and Exclusions department of the Local Authority. This letter will say how many days the suspension will last. The suspension 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 suspension ends the parents/carers, child and a nominated member of staff meet to agree a plan to improve the child’s behaviour.

**12.2 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 by DfE [Behaviour in Schools - Advice for headteachers and school staff (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1089687/Behaviour_in_Schools_guidance_July_2022.pdf) and [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1089688/Suspension_and_Permanent_Exclusion_guidance_July_2022.pdf)

Once the Head teacher recommends a permanent exclusion, their 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 Local authority.

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.

**12.3 Physical contact and Physical Intervention**

At Grange Primary School we are very proud of the nurturing ethos we have created. Children can often seek physical contact with a familiar adult, such as holding a hand, or needing a hug, when they are experiencing emotional difficulties. As our staff are ‘in loco parentis’ for our pupils at Grange during the school day, we feel it is in the best interests of a child’s well-being to engage in emotional support that a child initiates, including when they seek physical contact. This can be particularly important for our younger pupils at school or those pupils who have specific needs related to emotional development. Staff are regularly trained on appropriate use of physical contact.

There may also be times when parents seek physical support from members of our staff when bringing children into school. Our staff will always be guided by parents on the level of physical contact that you are comfortable with for your child when in these circumstances.

Physical contact is very different to Physical intervention. The main aim of any physical intervention is to maintain or restore safety.

It may, on rare occasions, be necessary to use physical Intervention techniques on a child who is a significant danger to themselves or others. The emphasis in school is on the avoidance of physical intervention, with displays of aggression being dealt with through positive de-escalation techniques if possible. Please also see Grange Primary School’s Physical Intervention Policy Sept 2022 for more in depth guidance.

Children who regularly engage in aggressive or destructive behaviour and who may require Physical 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.

1. **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 are applied.

* 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.

Childrenwho bite repeatedly may have communication difficulties or have very specific SEND needs.

The age of a child may also have particular relevance here, with younger pupils who are still developing their communication skills, being more prone to using biting as a form of communication in challenging circumstances. Biting is not acceptable in any circumstance, but the school response will take into consideration the factors above when thinking about sanctions towards biting incidents.

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”.

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

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

1. **Supporting pupils with specific behavioural and emotional needs**

Grange Primary School employ a behaviour mentor to help support the high standards of behaviour across the school as well as to deliver targeted interventions to help improve pupil behaviour. Mrs Roe works alongside all teaching teams to develop pro-active strategies that can be used by all staff when supporting an individual child with their emotional/behaviour journey. Grange Primary School use a social and emotional assessment toolkit, the ‘Boxall profile’, to identify particular needs of individual children and plan tailored work around the developmental needs of our pupils.

For pupils whose additional needs might affect behaviour, individual behaviour plans are written to help support all staff in delivering tailored, effective behaviour management strategies to enable those pupils identified to be successful at Grange Primary School. These include the identification of any known triggers that affect a child’s emotional behaviour. Adjustments are made to routines for pupils with additional needs, where appropriate and reasonable, to ensure all pupils can meet behavioural expectations.

1. **Mental health and how this can influence behaviour**

When children are experiencing poor mental health, which can be for several reasons, a child’s ability to regulate and manage their emotions effectively can heavily influence their behaviour in school and at home. ACE’s (Adverse Childhood Experiences) can also have an impact on a child’s positive mental health and their resilience.

Grange Primary School employ a full-time Well-Being Practitioner to provide help and support for children who may be struggling with their mental health. Mrs. T works with children from Nursery through to Year 6 promoting good mental and emotional wellbeing through targeted 1-1 sessions in our nurture base ‘The Sunshine Room’. This is a safe space in school where children and their families can feel secure and comfortable.

Teachers/phase leaders/the Deputy Head Teacher or the Head teacher refer children in to this in-school service, where a need has been identified. Parents/carers are always informed of this and Mrs T liaises with families prior to engaging in any work with children on a 1:1 basis to gain as much relevant information as possible.

A support package for individual needs will be identified, with signposted access to appropriate support services. With this support, we can ensure that families have the skills and information about where to get advice and help on issues surrounding mental health and recovery.

Parents/carers can also refer their child into this service themselves by contacting Mrs T directly either via the school office 0115 9734956 or via the wellbeing email wellbeing@grange.derbyshire.sch.uk

Our PSHE curriculum incorporates the teaching of good mental health, and how to seek help (age appropriate) with a specific focus on reducing stigma and discrimination and to aid mental health recovery.

1. **Pupil voice and involvement**

We encourage the pupils at Grange Primary School to play an active role in promoting high standards of behaviour, positive mental health, and keeping safe. Pupils are invited to apply for specific roles and responsibilities that can help to gather pupil perspectives on the school ethos, pupils safety in school, and the provision of support that our pupils have on offer to them. These include:

* The school council who look at a variety of key points each term such as safety, ethos, and sustainability.
* The Ambassador team who support anti-bullying messages
* The Sports Mini-leaders who promote physical activities linked to good mental health.
* The I-vengers who promote on-line safety

Pupils are encouraged to share their views on school safety, friendships, behaviour and the ethos of the school on a regular basis through surveys and other monitoring activities. The special teams report back their findings to senior leadership who can then act on pupil voice.

1. **Role of the Class Teacher/Teaching Teams/Midday Teams**
* Develop an atmosphere where children are valued and promote high self-esteem
* Adhere to all policies that promote high standards of behaviour and community cohesion.
* Report incidents and record appropriately
* Ensure sanctions are followed through
* Fully engage in regular staff training, including on induction to the school team.
1. **Role of the Head teacher and Governing Body**
* To ensure procedures are followed consistently throughout the school
* To ensure that the Behaviour policy is being implemented effectively
* To monitor behaviour issues and act on any patterns or trends identified

**19. Role of the Parents/Carers/Guardians**

* Support the school in the implementation of the Behaviour Policy
* Communicate with the school about any issues or concerns regarding behaviour
* Celebrate their child’s successes
* Parents/carers are actively encouraged and asked to follow the procedures detailed in our Complaints Policy if they feel an incident regarding behaviour has not been dealt with effectively.

**20. Equality for all**

All children have equal access to the curriculum, and Grange is tenacious on the inclusion of all pupils with protected characteristics. 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 achieve their potential.

**21. Review**

The Head Teacher and staff will review this policy during Summer Term 2024.