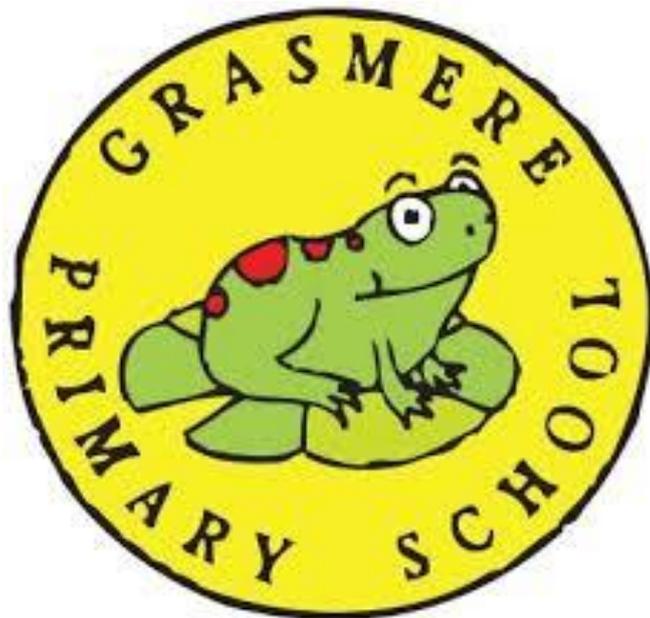


# **Grasmere Primary School**

## **Behaviour Policy**



**November 2018**

## 1. Introduction

At Grasmere Primary School we believe that good behaviour is closely linked to every aspect of school life. We work hard to create a positive learning environment where everyone feels valued, secure and motivated to learn. We strongly believe that every member of our school community has a responsibility to teach children socially acceptable behaviour.

## 2. Aims

- To promote high standards by modelling positive behaviours at all times.
- To encourage high standards of work and behaviour emphasising praise and positive reinforcement.
- To ensure that all adults and children treat each other with mutual respect and consideration.
- Make behaviour expectations consistent across the school

These aims are applicable across the school day including lunch times, Breakfast and After School clubs as well as during school trips.

## 3. Restorative practice

As a restorative school, we recognise the importance of building and maintaining positive relationships so that effective learning can take place. Positive relationships build positive behaviour and positive behaviour enables all members of the school to learn and to feel safe and happy in school.



Restorative processes are based on a simple series of questions that can be used in different ways, from small conversations in corridors or classrooms to large conferences involving families and community members, or with whole classes. All staff will receive training and updates on the use of restorative practises at Grasmere.



Peer Mediators are on duty in the KS1 playground to solve minor problems and conflicts. Playground buddies can be selected each term to help children who find playtime difficult.

#### 4. Values

All children will be expected to behave in ways that reflect our school values of **Respect, Kindness, Creativity and Bravery**

##### **Creativity looks like**

- think about new ideas and follow your imagination
- trying new things and believing in yourself

##### **Respect looks like**

- treating others as you like being treated and listening to each other
- Using manners and considering other's feelings
- valuing other people's differences such as race and religion

##### **Kindness looks like**

- being a good friend;
- sharing and taking turns;
- working with others productively;

##### **Bravery looks like**

- Trying our best
- Never giving up
- Supporting each other to achieve

Our school values are underpinned by each **class charter**. Created each year and displayed in the classroom, everybody contributes and agrees to the charter.

#### 5. Stay On Green

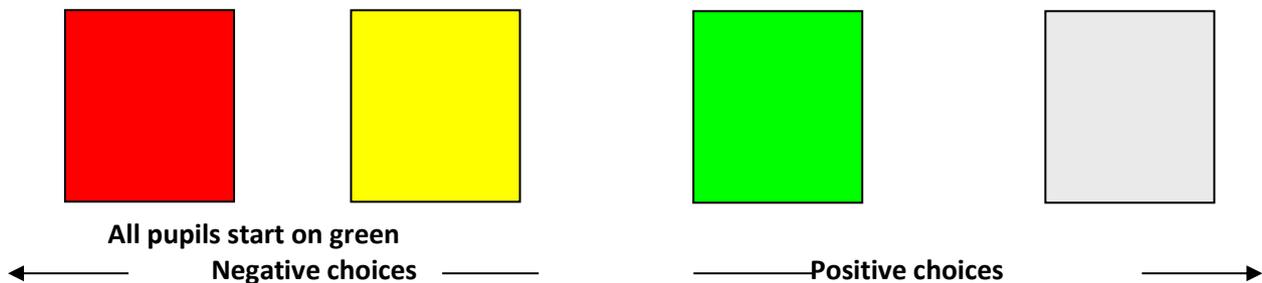
The principle behind this system is:

- That all pupils have the opportunity to make positive choices about their behaviour and influence outcomes
- That teachers integrate a system within daily teaching in order to promote positive behaviour and effective behaviour management skills
- Pupils who regularly follow the rules are noticed and rewarded

The system allows for the following:

- A consistent approach that can be used by all staff

- Whole class and individual reward system
- Least intrusive approaches are used to manage behaviour
- Teaching of specific behaviours and routines



- All pupils have a pocket with their name on. All pupils start with a green card in their pocket.
- If pupils make positive individual choices about their behaviour they insert the appropriate coloured card (blue/silver).
- If pupils make negative individual choices they insert the appropriate coloured card (yellow, red).

## Rewards

### Individual

The following colours are positive reinforcement:

- Green**                      Good behaviour (expected behaviour)
- Blue/Silver**            In class reward (merits)

### Whole Class

The class will have the opportunity to work together towards a whole class reward through good behaviour and staying on green.

Merits can also be collected from staff outside the classroom e.g. in assembly, in the playground, during small group work time etc.

Classes may be given a reward of 'Golden time'. Golden time may include: special activities, outside playtime, classroom games.

### Whole School

Examples include:

- Merit awards
- Star certificates
- Weekly certificates (linked to PSHE/SEAL or school values)

### Redirecting Behaviour

Wherever possible staff will redirect pupils back onto task without using a consequence or warning card.

Examples of ways in which staff may do this are:

- Tactical ignoring
- Non-verbal cueing
- Proximity praise
- Rule reminder
- Partial agreement
- Pupil choices

### **Consequences**

When pupils make the wrong choice about their behaviour they may be given a card as a consequence (yellow or red)

- Staff will aim to use least intrusive skills to redirect behaviour.
- If they decide to move a child's name to the yellow or red card they must be clear with the pupil what they are doing, and what the pupil can do to change this decision.
- At least one warning is **always** provided for pupils in between each stage.
- **Adults constantly help pupils make the right choices to move their card back to green.**

The following colours are consequences:

**Yellow** This provided the opportunity for a pupil to start making the right choices so they can move back to the green.

**Staff will aim to look for opportunities to move pupils back to the green card.**

**Red** Reflection Time in the classroom for up to 10 minutes. Pupils will move to the reflection area and use a timer.

On successful completion of the Reflection Time the pupil moves back to the yellow card

### **Reflection time in partner class**

When pupils return from an out-of-class consequence they remain on red or move to yellow. Staff may choose to have a 'restorative chat' to support the pupil.

The teacher will look to move the pupil towards green as soon as possible.

If children receive 2 red cards in a single week, parents might be called in for a meeting.

## **6. Early Years**

It is suggested that this system is adapted for Early Years and builds upon good practice in this area. If a visual chart is already used it could be adapted to include the colours from the Stay on Green system. However it is unlikely that the complete system will be used.

It is important the focus is on positive feedback and redirection of pupil behaviour.

The language of 'green' can be used with the pupils and provide specific feedback for how we expect children to behave. Visual props used to support behaviour e.g. Talking Teddy and larger sized restorative chat cards etc.

## **7. Leadership team involvement**

Pupils can be referred to the Leadership Team if a behaviour incident is serious. The leadership team may then decide on the following actions:

### **A. Reflection time with SMT (using restorative conversation)**

Pupil thinks of strategies to repair situation and reports back to head teacher at the end of the day. Pupil returns to class to aim to get back to green.

### **B. Phone call or letter home**

Parents/ carers are informed of situation, steps required for improvement and next steps if there is no improvement in pupil behaviour. Pupil returns to class to aim to get back to green. Repeated 'red' behaviours may require further out-of-class consequences. Restorative practises may be used to support the child and parents, with behaviour targets included where necessary.

### **C. Parent / Carer meeting**

This may include reviewing and developing pupil targets or developing an Individual Behaviour Plan with the learning mentor or member of SMT.

Whilst the school aims for a consistent approach in delivering consequences the intention, context and severity of the incident will be taken into account when delivering further consequences.

## **8. Responding to challenging behaviour**

There are always times when children's behaviour falls below what we all expect. Our aims in responding to challenging behaviour are to enable pupils to reflect on what they have done and help them to work out how to put things right.

In responding to challenging behaviour, pupils will be held accountable for their actions and they will be supported to change their behaviour so that they and their classmates can be happy and learn as well as possible. Pupils who need extra help with their behaviour may receive the following support:

- Daily report or weekly reports including a home school book
- Behaviour charts in class or an individual behaviour plan
- Pastoral Support Plan through Hackney Learning trust

As a school we believe in early intervention and implementing support plans where possible. More severe unacceptable behaviour may result in an internal exclusion. We only exclude in extreme circumstances and try to avoid this at all times. However, serious breaches of behaviour will not be tolerated. When a child is internally excluded from school the Head Teacher will inform the parents/carers directly. This is followed up with an assessment of the pupil's needs, any personal targets or behaviour plan moving forward.

## **9. Fixed Term and Permanent Exclusions**

We do not wish to exclude any child from school, but sometimes this may be necessary which align to the standard guidance, Statutory Guidance on School Exclusions (September 2012). We refer to this guidance in any decision to exclude a child from school.

Only the Head teacher (or in their absence a nominated member of staff) has the power to exclude a child from school. They may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Head teacher may exclude a child permanently. It is also possible for the Head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head teacher excludes a child, the School informs the parents immediately, giving reasons for the exclusion, using the Hackney Learning Trust Exclusions form. At the same time, they will make it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal. The Head teacher informs the Hackney Learning Trust and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The governing body itself cannot either exclude a child or extend the exclusion period made by the Head teacher.

The Head teacher will inform the Chair of Governors about any exclusions. If the Chair of Governors feel it is necessary they will appoint a Discipline Committee which is made up of between three and five members of the governing body. This committee would consider any exclusion appeals on behalf of the governors. When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the Head teacher must comply with this ruling.

## **10. Multi Agency and External Advice**

Where it becomes clear that a child is having on-going difficulties in managing their behaviour, there are a wide range of strategies which are used to support pupils:

- Behaviour Report to enable celebration of good behaviour
- Increased communication between home and school
- Individual Behaviour Plans (IBPs)
- Support from the SENCo (Special Educational Needs Co-ordinator), identified teaching assistants, teachers

- Small group work or 1:1 support in self-esteem, emotional literacy, anger management, nurture group sessions etc.
- Additional literacy or numeracy support where this is identified as a barrier to learning and impacts on the pupil's behaviour
- Alternative curriculum provision
- Reduced timetable
- Referral to outside agencies such as Educational Psychologist, Mental Health Worker, LA Behaviour Specialists etc.
- Mental Health support may be in the form of a referral to Children and Mental Health Services (CAMHS), counselling or support from a Learning Mentor. Training to support mental health issues will be provided as necessary

### **11. Recording of Incidents**

Staff will use their professional judgement to decide if an incident is serious enough to need a written record. They should seek advice from the Senior Leadership Team when necessary. A written record of a serious incident (written as soon as possible and no longer than 2 hours after the incident's occurrence) should be made by the staff member involved in the incident and a copy given to a senior member of staff and parent/carer.

Similarly, records will also be made by all other members of staff involved (i.e. as witnesses or additional providers of support). The records must be dated.

Child witnesses may also be asked to provide a written account if appropriate. A copy of this entry will be kept on the child's file and retained in line with The Learning Trust guidelines.

### **12. Checking for Injuries and Recording Children's Accounts of Serious Incidents**

The child/young person and the member of staff will be checked for any sign of injury after an incident. First aid will be administered to anyone who requires it, or medical treatment obtained. The child or young person will be given time to become calm while staff continue to supervise him/her. When the child regains complete composure, a senior member of staff (or his/her nominee) will discuss the incident with the child and try to ascertain the reason for its occurrence.

The child will be given the opportunity to explain things from his/her point of view. All necessary steps will be taken to re-establish the relationship between the child and the member(s) of staff involved in the incident using a restorative framework.

In cases where it is not possible to speak to the pupil on the same day as the incident occurred, the de-brief will take place as soon as possible after the child returns to school.

All members of staff involved should be allowed a period of debrief and recovery from the incident. A senior member of staff (or his/her nominee) will provide support to member(s) of staff involved.

The Head teacher will be informed at the earliest possible opportunity of any incidents where positive handling was used. The Head teacher (or his/her nominee) will initiate the recording process if not already under way and review each incident to ensure that any necessary lessons are learned.

All parents will be informed after an incident where positive handling is used with a child. Parents will need to be notified sensitively and to be made aware of the full circumstances

### **13. Anti-Bullying Guidelines**

**Principles:** Bullying happens in every school and the effects can be long lasting, sometimes devastating.

- We take bullying seriously in our school and will not tolerate it.
- We work proactively to address the issue explicitly with children and provide opportunities to develop understanding, empathy and self-esteem.
- We also react to bullying decisively and consistently with appropriate sanctions. Children are not “bullies” or “victims”. Bullying is not a character trait but a set of behaviours.
- Even “perfectly nice” and “popular” children can use bullying behaviours on occasion. “Witnesses” to bullying also have a role to play.
- All “sides” in a bullying incident will be listened to calmly and with respect.
- We involve parents in our approach to preventing or addressing bullying behaviour.

**Strategies:** The school takes part in National Anti-Bullying Week through assemblies, Class Circle Times and PSHCE lessons.

Children are provided with a clear message about bullying “TELL” – this is reinforced and encouraged by an empathetic, listening culture amongst the adults in the school. Adults are alert to bullying behaviours both inside the school and in the playground and address incidents immediately.

**What is Bullying?** The Governors, staff and pupils of Grasmere Primary School accept the following definition of “bullying” taken from the **Primary National Strategy SEAL materials (2006)**. Bullying may be physical, verbal or (in the case of cyber bullying) written and has three key characteristics:

1. It is ongoing (not the same as a conflict between two equals or a random, unprovoked, aggressive act)
2. It is deliberate
3. It is unequal – it involves a power imbalance (this can result from size, number, higher status, being “different” or having access to limited resources)

Specific types of bullying include those relating to:

- race, religion, culture or gender;
- SEN or disabilities;
- appearance or health conditions;
- sexual orientation;
- young carers or looked after children or otherwise related to home circumstances;
- sexist or sexual bullying.

Acts of bullying can include:

- name-calling;
- taunting;
- mocking;
- making offensive comments;
- kicking;
- hitting;
- pushing;
- taking belongings;
- inappropriate text messaging and emailing;
- sending offensive or degrading images by phone or via the internet e.g. via Social Networking sites;
- producing graffiti;
- gossiping;
- excluding people from groups;
- spreading hurtful and untruthful rumours.

- Cyber bullying can be defined as the use of information and communications technology particularly mobile phones and the internet, deliberately to upset someone else. Cyber bullying that occurs while pupils are under the schools direct supervision will be dealt with in line with this Policy (Whole School Behaviour Policy).

In cases where cyber bullying occurs while pupils are outside our direct supervision (i.e. at home), parents will be encouraged to report these incidents to the police as criminal laws (such as those pertaining to harassment, threatening and menacing communications) may apply. The school, wherever possible will support parents in this, and may impose a sanction upon the bully where this individual is recognisable.

Children are provided with a clear message about bullying “TELL” – this is reinforced and encouraged by an empathetic, listening culture amongst the adults in the school. Adults are alert to bullying behaviours both inside the school and in the playground and address incidents immediately.

**Monitoring and Review:**

Delivery of the behaviour policy will be monitored within the school monitoring cycle.

This policy will be reviewed by staff and Governors on a two yearly basis.

Next review date: September 2020.

Signed: \_\_\_\_\_ Headteacher Date: \_\_\_\_\_

Signed: \_\_\_\_\_ Chair of Governors Date: \_\_\_\_\_

### **APPENDIX ONE: Strategies to help children 'Stay on Green':**

It is important that children recognise that they can play an important role in supporting children to Stay on Green. Children need to feel that the adult has dealt with them fairly and given them appropriate opportunities to do the right thing. Using the least intrusive methods of positive redirection will help to ensure that children are encouraged to make the right choices. The following is a list of positive redirection tactics, from least to most intrusive.

- Tactical ignoring for short period of time.
- Tactical pausing - Pause, emphasises attention and focus.
- Non-verbal cueing - A clear, discussed cue that gives message.
- Name reminder - Integrate name into teacher talk.
- Proximity praise - Praising a pupil for following expectation to direct another pupil without drawing attention to negative behaviour.
- Behavioural direction - Use name to initiate attention, focus on behaviour required rather than what is going wrong, finish with thanks, keep direction brief.
- Rule reminder - Could ask a question 'What is our rule for.....?'
- When.....then..... Keeps focus on the desired outcome whilst allowing pupil to see the next steps.

## **APPENDIX TWO: ANTI-BULLYING**

**The Law:** Grasmere Primary School endeavours to comply with the legal requirements placed on schools and the Governing body to determine detailed measures (rules, rewards, sanctions and behaviour management strategies) that “encourage good behaviour and respect for others on the part of pupils and in particular preventing all forms of bullying among pupils” (Education and Inspections Act 2006, section 89). The schools will exercise their legal powers (as outlined in section 89/5) and (section 91, Education and Inspections Act 2006) as deemed appropriate and practicable.

Schools are required to comply with the new equality duty, The Equality Act 2010“. The public sector equality duty has three aims:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by law;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it;
- Foster good relations between people who share a protected characteristic and people who do not share it.

**Reporting and Recording Incidents of Bullying:** Pupils and parents are encouraged to report bullying to any member of staff. Incidents are in the first instance referred to the pupil’s class teacher to be investigated, appropriate action taken and parents will be informed promptly using usual school procedures. Incidents may then be referred to the Head teacher. Pupil voice is important at our schools and pupils are encouraged through various means to report any incidents of bullying behaviour which they encounter personally or become aware of. This is reinforced via assemblies, Anti-Bullying Week, PSHCE and during class/circle time.

The Whole School Behaviour Policy also reinforces the school’s expectation as to how members of the school community should conduct themselves. A log will be maintained of racist incidents and information on incidents of bullying.

**Tackling Bullying:** The aim of any anti-bullying intervention is to safeguard and support the person being bullied, discipline and modify the bullying behaviour with a view to prevent, de-escalate and stop further incidents of harmful behaviour.

**Strategies for Dealing with Bullying:** Disciplinary sanction imposed either time out, removal of privileges or in extreme instances exclusion Engage promptly with parents to ensure their support and involvement.

- Restorative justice approaches taken as appropriate
- One to one interviews with staff or peer mentors
- Counselling offered
- Work with the educational psychologist or other outside agency
- Anger management strategies discussed

**Strategies to Support someone who is being bullied:**

- Disciplinary sanctions as appropriate applied to the bullying behaviour
- Counselling offered
- Mediation
- One to one parental interview, parental support and involvement
- Private diaries given
- Self-assertive strategies discussed

### **APPENDIX THREE: SCHOOL INCIDENT REPORTING SHEET**

The School Incident Recording Sheet contains the following information:

1. the name(s) of the child(ren) involved;
2. when and where the incident took place;
3. names of staff and child(ren) who witnessed the incident
4. the reason that force was necessary;
5. behaviour of the child(ren) which led up to the incident;
6. any attempts to resolve the situation;
7. the degree of force used;
8. how it was applied;
9. how long it was used for;
10. the child's/children's response and the eventual outcome;
11. details of any injuries suffered by either staff or child(ren);
12. details of any damage to property;
13. details of any medical treatment required (an accident form will be completed where medical treatment is needed);
14. details of follow-up including contact with the parents/carers of the child(ren) involved;
15. details of follow up involvement of other agencies, police, social services.