

# Grampound Road Primary School

## *Behaviour Policy*



Reviewed Next review	December 2017 December 2018	Revised by:  Governor responsible:	Claire Gabriele  Bevan Rundle
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At Grampound Road Village CE School we aim to give all pupils:

- + Access to a rich curriculum which enthuses and equips them for life as citizens in the 21st century.
- + Opportunities to explore their own developing Christian faith and to have respect for the faith of others.
- + High self-esteem by feeling valued as a member of our school.
- + A sense of fair play, treating others with dignity and respect.
- + The chance to enjoy taking part in a vibrant, forward looking school, moving their learning forwards.

Grampound Road Village CE School Vision: Nurturing God's gifts with compassion and drive so that all our children succeed, learn & thrive.

### **General policy statement:**

All staff, councillors, volunteer helpers, students and visitors need to give due regard to all of the policies and practices adopted by the school. Whilst it is acknowledged that people other than staff cannot be expected to read every policy before a visit to the school, it may be that further guidelines are necessary upon arrival. All staff carry responsibility for the welfare and success of the pupils in our school. Staff will advise anyone who is working alongside us of the necessary protocols, procedures and policies we follow.

### Rationale:

We are a THRIVE school. For us this means that we are embedding THRIVE within our ethos and THRIVE approaches across our whole setting. We aim to continually deepen our understanding of how social and emotional learning develops and can be supported and how this underpins our capacity and availability for wider academic learning. We recognise this is core to our work as a school. All of our staff have some training with regular CPD in order to deepen their knowledge further. Rachel Mosely Trust SENDCO has undertaken the Thrive Licensed Practitioners which represents a minimum of ten days professional development. Further training will be undertaken to embed this and deepen all staff's knowledge. Our school environment, resources, learning approaches, timetable and planning are all informed by our understanding of how importantly each impacts on social, emotional and academic development and learning. Drawing all these elements together is a long term vision for the school.

We recognise that behaviours can be learned and within our cognitive awareness, but also that they can be unconscious, patterned, non-problem solving defence or discharge responses and might feel overwhelming. Attentive, observant adults working in relationship with children

are required in order to recognise behaviours, identify the underlying needs and respond in appropriate ways. We are very clear that everyone has the right to feel safe, feel special and to have their needs met. Therefore, our Behaviour Policy reflects the deeper, important social and emotional learning that each child needs to develop, both personally and within our community, where consistent containment aims to ensure that one individual's need and learning does not adversely impact on another's. We are a community with a commitment to tolerance and inclusion. The development of positive social, emotional and learning behaviours is at the heart of our Behaviour Policy.

*Social and emotional competencies have been found to be a more significant determinant of academic achievement than IQ.*




Duckworth and Seligman 2005

*School based programmes of social and emotional learning therefore have the potential to help young people acquire the skills they need to make good academic progress.*

British Educational Research Journal 2013

## **OUR SCHOOL RULES**

The pupils must be given clear boundaries and expectations. The rules we live by are:

-  Show good manners at all times
-  Care for everyone and everything
-  Follow instructions with thought and care

Each and every child is valued at Grampound Road Village CE School as a unique individual and is supported and encouraged to achieve the school's high expectations of good behaviour. Every member of the school community is responsible for modelling and promoting these high expectations of behaviour both in and out of the classroom.

### Aims:

- The policy aims to help children to understand, regulate and manage emotions, to apply thinking between feeling (sensation and emotion) and action, and to increasingly show empathy and understanding to others is core to our learning.
- We aim to enable pupils to experience challenges, succeed in their learning and have a sense that learning can be fun and relevant to their lives; to become independent, self-aware learners – socially, emotionally and academically, to be enthusiastic and foster a willingness to take risks.
- From the earliest opportunity pupils will be encouraged to build tolerance, make good choices and take responsibility, in readiness for them taking their place in society.
- Children will gain a sense of pride and build self-awareness through planned and incidental social and emotional learning and positive experiences; this is part of the ethos of our school.
- We aim to help children develop into people with a clear sense of responsibility and an understanding of their place in the world.
- We provide a Christian environment and instil a Christian ethos that enables us to love our neighbour.

### Approaches to developing positive behaviours:

- High quality, differentiated education which involves pupils, builds on success, ensures progression, involves and informs parents;
- For social, emotional and academic learning to be recognised, planned for and with explicit descriptive feedback across the day, within the classroom and during transitions and play times;
- For whole class THRIVE screenings and online tools to enable a strategic response to individual, group and cohort development, and therefore plan next steps.
- Our Christian distinctiveness holds firmly in line with our commitment to learning in relationship, with Acts of Worship, Open the Book and R.E. deepening our beliefs and understanding.
- Programmes of Citizenship and PSHE, (Personal, Social, Health and Education) used as rich opportunities which are part of all areas of school life and learning;
- To encourage children to recognise sensations and therefore emotions, to manage their feelings by separating feelings and actions and allowing opportunities for thinking to take place between the two;

- For children to become increasingly self-aware, taking responsibility for themselves and their actions in age appropriate ways;
- To recognise and use incidents which are against our School Rules and agreed expectations as an opportunity for learning, both for pupils involved and for adults planning next steps;
- Where need is identified, for structured, tailored, group and individual programmes, creative activities and outdoor learning to be incorporated into action plans;
- Any plan of action is agreed and shared in a working partnership with parents and carers;
- For individuals with Special Needs (SEND) to be recognised within our behaviour systems with appropriate scaffolded support to ensure they can manage within boundaries that are recognised as fair and consistent for all.
- Varying groups and working with different members of our school community to build tolerance and inclusion.
- The way we reinforce positive behaviour choices to be based on our positive, clear and consistent responses within boundaries that offer safe containment;
- The consequences for appropriate and inappropriate behaviour choices to be agreed and known to all involved;
- Adults to be observant, open and inclusive, act as role models, particularly in how respect is shown, and co-regulators as needed;
- We reward positive behaviour, challenge inappropriate behaviour and set achievable targets for development;
- Using Team Teach / physical restraint may all be part of a positive behaviour approach
- Using Fixed Term Internal or External Exclusions may all be part of a positive behaviour approach;

### Strategies:

### **Behaviour Management System**

#### **What happens if I do make the right choices?**

1. My teacher will praise me and I might get a sticker.
2. I will earn Class Dojo points.
3. I will be able join in with all of my Golden Time.
4. I might get a 'values' token.
5. A note or text message might go home to my parents.
6. I can contribute to a whole class reward.

#### **What happens if I don't make the right choices?**

1. An adult will remind me of my choices and further consequences. This is my verbal warning.
2. My name is written down.
3. I lose 5 minutes of my playtime and this will be recorded on Pupil Asset. I can check the school Behaviour Charter to remind myself of our agreement.
4. If I continue to ignore the rules, I lose another 5 minutes of my playtime.
5. I will have to work in a different classroom with an adult to support me. I will have to fill in a Reflection Sheet to take back to my teacher to discuss it with him/her.
6. If I complete 6 Reflection Sheets in a half term, my teacher will talk to my parent/carer and a home/school book will be put in place. We will also talk about alternative consequences: internal exclusion, exclusion from an after school club, exclusion from a visit, exclusion from a special visitor (as listed in the Serious Breach of the school rules and behaviour policy).

7. If I continue to need Reflection Time, Mrs Gabriele will talk to my parent/carer to see what else I might need to support me in making the right choices.

**I know that if I swear or physically hurt someone, I will go straight to number 4 and miss 10 minutes of my playtime.**

### **Serious breach of the school rules and Behaviour Policy**

For a serious breach of the school rules and Behaviour Policy the Head of School or Assistant Head of School can issue a consequence:

- Exclusion from an after school club
- Exclusion from a visit
- Exclusion from a special visitor
- Internal half-day exclusion (working away from peers)

These consequences can be put in place for a child who:

- puts other children/adults at risk from their behaviour
- demonstrates complete non-compliance
- self-exits the school building and/or grounds,
- puts themselves at risk from their behaviour
- extreme physical aggression towards others
- bullying behaviour

The decision on the appropriate consequence will be made by the Leadership Team and will be dependent on the specific incident.

If a child receives three of these consequences, the parents will be invited to attend a meeting with the Head of School, class teacher and any other relevant parties to agree a short term behaviour plan which will include a home/school diary (15 school days).

If a child's behaviour continues to cause concern, the following options will be considered: Special Educational Needs will be reviewed, eg. School action, multi agency involvement, managed move to another school, Educational Welfare Officer, involvement of Police Community Support Officers.

Fixed term exclusion will be used where the school Behaviour Policy is severely breached, where there is persistent disruptive behaviour and lesser consequences are deemed inappropriate. Fixed term exclusions may be used if the child is putting other children or adults at risk of harm by their behaviour or if they have caused damage to school property. The CEO is the only person who can authorise a fixed term exclusion. Please refer to the Exclusion Policy for further information.

If three fixed term exclusions have occurred within the academic year, a plan will be put together at a meeting chaired by a representative from the local authority. If the Head of School, School Monitoring Council and CEO are not satisfied that progress has been made by the end of the plan, permanent exclusion may be considered.

Permanent exclusion is always a last resort. A decision to permanently exclude will only be taken if there is a serious breach of the Behaviour Policy; and if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Exclusion of pupils from school:

Exclusion is a sanction used by each school within the MAT, only in cases deemed as serious breaches of the School Behaviour Policy. A Fixed Term Exclusion from a school can only be authorised by the Head of School with authority from the CEO. If neither are available to authorise the exclusion, a decision should be deferred until the opportunity for authorisation is

available. A Permanent Exclusion can only be authorised by the CEO and must only be done after consultation with the Chair of Directors concerning the intention to impose this sanction, although the final decision rests with the CEO.

Please refer to the Exclusion Policy for more information.

#### THRIVE:

THRIVE is a dynamic, developmental approach to working with children that supports their emotional and social wellbeing. It is based on the latest research in neuroscience, attachment theory and child development, drawing on research into the role of creativity and play in developing emotional resilience.

Knowledge of the social and emotional learning that takes place age appropriately supports the school in planning experiences, activities and opportunities to underpin each one. It reinforces our understanding that learning happens across the whole day, especially in break and play times where less structured interactions and experiences enable pupils to develop their social and emotional learning and apply skills that are vital for healthy development.

Learning to be skilful in relationships and ready for challenges requires experiencing, descriptive feedback, reflection, modelling and teaching from adults and peers. Addressing early emotional developmental needs builds resilience, decreases the risk of mental illness, prepares children to take their place within a community and equips them to be ready and willing to learn.

Life events can introduce episodes which become interruptions in some children's development. The Thrive programme supports staff in creating a differentiated provision in response to need with reparative strategies as part of systematic, carefully planned actions. At Grampound Road Village CE School we use Thrive for all pupils age appropriately woven within and across the day as 'right time learning'. This is within class led by class teachers and underpinned consistently by all staff across our whole provision. This creates a readiness for learning, an ability to show empathy and understanding of others and builds an inclusive community.

Thrive is also used in response to identified or emerging need for an individual or group as 'key time learning'. In these cases the school works with parents and carers on agreed action plans reviewed and revisited as part of a structured programme.

Find out more about THRIVE at: [www.thriveapproach.co.uk](http://www.thriveapproach.co.uk)

Other school policies that support this policy: Children in Care, Complaints, Child Protection and Safeguarding, Anti-Bullying, Use of Physical Restraint, SEN local offer, Code of Conduct for parents, Single Equality Scheme, Intimate Care.

Our school recognises that radicalisation is a safeguarding issue and has clear procedures in place to assess the risk of, and protect, our pupils from being drawn in to radicalisation. We recognise that general safeguarding principles apply to keeping children safe from the risk of radicalisation as set out in the relevant statutory guidance.

