



Grampond Road Primary School

## **BEHAVIOUR PROCEDURES**



*These procedures should be read in conjunction with our Behaviour Policy.*

**The development of positive social, emotional and learning behaviours is at the heart of our behaviour procedures and approaches.**




**As a Thrive school we use our understanding of social and emotional development and learning as part of our approaches to all learning and in our responses to behaviour.**

**Our expectations, the rules that underpin them, rewards and sanctions around behaviour are revisited, reviewed at regular intervals and agreed by all. This offers containment and safety.**

## **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

Our expectations are expressed positively. This underlines our understanding that children learn best within positive, trusting relationships. Pupils spend time exploring in an age appropriate way what the expectations mean through a variety of ways e.g. stories, Circle Time, drama, photographs, dance, art etc.

The revisiting of our expectations regularly is vital in order that they remain fresh, relevant, maintained and explicit.

All adults work in partnership to model, reinforce and support our expectations. Our relationships with each other model our expectations across our community. We invite parents and carers to be part of this through our open and respectful partnerships.

Thrive is going to be used over time to build our skills base around social, emotional and cognitive learning in a way that is developmentally and age appropriate.

Adults recognise their changing role from assertive to supportive care, developing pupil's insight and language of sensations and emotions, building understanding of self within a community based on inclusion and tolerance.

We also recognise the vital role that play and creativity hold in linking experience to understanding and this is used within a planned approach across the school.

**Social times, such as play and lunchtimes, are an important part of our school provision with the following aims:**

To develop social skills;

To have the opportunity to interact, build tolerance and inclusion;

For the enjoyment of positive play;

To be healthy - to have fresh air, exercise and the opportunity to relax

For the opportunity to explore and play with adults and peers in a less structured, positive environment applying choice and preferences.

Our positive approaches to behaviour involve us 'noticing' good choices, being explicit in descriptive feedback and praise, providing reward as reinforcement through team points, class rewards and value tokens.

Thrive, SEAL and the programmes of study in PSHE all provide examples of skills and vocabulary for adults to use to encourage learning in this way.

### **Sticker and Commendation:**

Within our Early Years Foundation Stage positive reinforcement is a constant part of our provision, offered through attentive observant adults adult and relationship, smiles, descriptive verbal praise, and stickers.

In Key Stages One and Two, classes use all of the same strategies including stickers and commendation along with class agreements about how special time, responsibilities and other reinforcements might be used. Special wrists bands are also awarded to pupils and this results in a phone call home to parents as well.

When a sticker - or any praise - is given as a reward, adults are reminded to give explicit reasons and consider the powerful message provided through language used.

Written commendations are an excellent way of recording descriptive praise. Children enjoy having these read back to them and reviewing the occasions when they have been noticed.

Our sticker charts enable children to gain special certificates and badges. Children can be sent to a senior leader to celebrate their successful further. Wow certificates or Executive Principal Awards are also presented or posted out.

Sticker and commendation cards go home reinforce our partnership with parents and provide an opportunity for them to notice and join in with praise. We also texts parents to inform them of their child's successes so they can celebrate together.

### **Special celebrations, Roles and Responsibilities:**

Social learning is encouraged by pupils having the opportunity to praise each other. Peer praise is very meaningful for pupils. Older children acting as role models, for example, as 'Super 6 pupils' encourages positive interactions and aspirations.

Assemblies and Collective Worship provide high quality opportunities for praise linked to deeper learning. Celebration Assemblies involve positive praise and celebration, with each teacher giving explicit praise, along with celebrations such as Star of the Week, to pupils with a specific focus e.g. showing perseverance.

Recognising the importance of positive comments, respectful interactions and our role as models to the children, the school expects all adults - staff, parents and governors - to employ this in our relationships with each other, as well as with our pupils.



Our positive approaches are based on our understanding the pupils are learning how to manage themselves with the added complexity that they are doing so within a community of other learners who might not yet be skilled. This clearly suggests that triggers and challenge will arise which will need to be managed. Children will be supported in self-regulation and this represents that good learning has taken place.

#### **Report Cards:**

Adults need to be especially vigilant around children who have not yet learned to regulate themselves in order to manage situations appropriately, as well as those who have learned but have not yet taken responsibility for themselves fully enough to apply choices where they are able to do so. Support and opportunities to change inappropriate choices are always given. However, if the pupil shows no willingness to do so, then the report card at stage one will follow. An alternative situation may arise if a child is perceived to have made a deliberate choice to break a School Rule.

In both instances, if a School Rule has been broken, this will be recorded as a stage one report card. This is always then used by adults to reflect on what are the possible triggers or precursors, as this will inform the learning steps that need to follow. Adults holding consistent boundaries help to ensure our school feels calm and safe.

Where a need has been identified and a child is not yet able to regulate themselves, the school will put steps in place to scaffold a pupil who is at risk of not being able to manage their choices appropriately. The school will then provide calm spaces for transitions, offer strategies and manage ongoing action plans.

Report cards are our way of capturing incidents where learning and / or support is required. They are written when our School Rules have been broken, recording the date, what happened and who dealt with the issue. 'Time in' with an adult will be given for a child who receives a support card. This may be their class teacher or their trusted adult to help them to learn from this and emotionally develop.

These report card will be retained by the class teacher and monitored by the Head of School.

<u>STAGE ONE</u> REPORT CARD	
PUPIL NAME:	
LEVEL: GREEN <input type="checkbox"/> YELLOW <input type="checkbox"/> RED <input type="checkbox"/>	
DETAILS:	
Does this require further action by class teacher? YES <input type="checkbox"/> NO <input type="checkbox"/>	
Initially dealt with by (including time):	

<u>STAGE TWO</u> REPORT CARD	
PUPIL NAME:	
DETAILS:	
PARENT'S SIGNATURE:	
CLASS TEACHER'S SIGNATURE:	
SENIOR LEADER'S SIGNATURE:	

Stage Two report card in our school are rarer.

They sometimes occur when adults hold consistent boundaries and pupils test boundaries or overstep expectations that they do understand.

They might occur when a child begins to demonstrate that they are not managing and that change has occurred.

They will arise when a child is not able to regulate themselves or manage appropriately, sometimes being overwhelmed and needing adults to manage the situation for them.

They also occur if a child is not used to working in a community and following expectations if this has not been consistently applied previously.

Each of these, and other individual and specific instances that arise, require calm and consistent responses to allow learning to happen. This might require many repetitions as part of a clear and structured plan. This will be done within our Thrive processes and supported over time.

**Fixed Term Exclusion:**

If there is repeated and several incidents recorded Internal Exclusions and Fixed Term Exclusions would certainly be utilising an elevated level of support at this point, representing that the child is not yet managing well enough in a mainstream setting.

**Key points:**

Every time a report card at stage two is issued the member of staff who issued the slip or the class teacher will talk to the parents / carers.

Report cards are used for learning. They are used to find a way to support the child in learning a positive way to respond in future. They help adults learn more about the child and what might be happening for them.

The report cards record a valuable insight into areas where behaviour is causing a difficulty for the child or others around them. If the child has received several report cards in quick succession a support action or programme will be put in place. We would expect to see that further report cards are avoided. If they reoccur the programme will need to be reviewed and support intensified.

If a child has a significant need and is accumulating report cards, the school might well involve wider agency support. This will certainly be true in the case of Fixed Term Exclusions.

If a child reaches thirteen report cards at stage 2 within one academic year this represents Persistent Disruptive Behaviour. Any subsequent incidents will result in Fixed Term Exclusions, which might be internal or external.

Every new academic year begins with a clean sheet, so pupils have the opportunity to manage their choices with improved strategies and either have less report cards than the previous year or, like the vast majority of pupils, have no report cards at all.

**At every stage we will maintain close communication with parents and carers.**

When a report card is issued by an adults they may also consider an appropriate additional consequence dependent on individual situations. These may include an apology, kind deed to make up to someone, 'time in' with an adult to listen and talk, sand play time with an adult, quiet meditation time, school initiated internal exclusion, where a child must undertake their learning away from their peer group.

#### **Fixed Term or Permanent Exclusions:**

**If a child deliberately commits any of the following they may be given an immediate Internal, Fixed Term or Permanent Exclusion:**

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse / threatening behaviour against a pupil
- Verbal abuse / threatening behaviour against an adult
- Bullying
- Racist abuse
- Damage
- Sexual misconduct
- Theft
- Persistent disruptive behaviour

Fixed Term Exclusions may be either Internal, where they will be registered with the Local Authority and require the child to be in school, but learn in different spaces from other pupils. External Exclusions require the pupil to undertake their learning off site. Following an exclusion the pupils and parents will be called to a meeting in school to plan for re-integration. Parents are always informed by standard letter if a Fixed Term Exclusion has been given.

**Throughout all our responses to behaviour we recognise that our partnership with parents and carers plays a vital role in ensuring good outcomes for pupils. We will work, wherever possible, in agreement and consult fully on actions and next steps.**

Where any pupil requires a consequence such as a report card stage two, repeated stage one report cards or exclusion, these will be recorded and monitored by leaders and Governors in an ongoing programme in order to develop the school's response and future support.

A behaviour review will take place at least annually to scrutinise the effectiveness of the school's approaches.