

# **Grand Avenue Primary and Nursery School**

## **Behaviour Principles and Policy**

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Policy agreed by Governors – Spring 2021

Review date –Spring 2024

## **Initial Statement**

We believe that all members of our school community should behave in an appropriate manner showing respect for each other and property. Through a positive approach we promote self-discipline, encouraging children to make the right choices in terms of behaviour both inside and outside the classroom. We have high expectations, enabling children to complete assigned work and to prevent bullying.

This policy is discussed with staff annually, forms part of the school staff induction procedures, and is available on the school website

## **Aims**

This policy sets out our expectations, rewards and sanctions. It is compliant with the guidance set out in the DfE's document 'Behaviour and Discipline in schools' (January 2016)

We aim to ensure

- all members of our school community are aware of our expectations.
- all children are supported in a fair and consistent manner.
- rewards and sanctions are recognised, understood and valued.
- all staff have relevant skills and knowledge regarding classroom management
- learning is a priority
- support is available for children displaying unexpected behaviour

## **Expectations**

We expect teachers to be able to teach and children to be able to learn. We have agreed 5 Rules (GRAND)

**Generous** of spirit, caring sharing and full of fun

**Respectful** of others and all property, taking responsibility for the choices we make

**Aspiring** to achieve at our very highest levels, motivated to always do our best and enjoy learning

**Neat** in our appearance and in the presentation of our work; proud of ourselves and our school

**Determined** individuals who think about others, the world around us and our contribution, so we can make a difference

These GRAND Rules are discussed and displayed in each classroom. They are referred to regularly especially at the beginning of each term, during circle times and assemblies.

The GRAND Rules apply throughout school, including canteen, playground, during extra curricular activities and the swimming pool. They also apply should a member of staff witness inappropriate behaviour by a Grand Avenue School pupil when off site. The staff member would then report the incident to the SLT.

Year groups may also decide to create their own rules, rewards and sanctions to be used in the classroom. These would be designed and created in conjunction with the children, be consistent across the year group, phrased in a positive manner and in line with whole school rules.

### **Rewards**

All staff will reward and praise children whenever possible. Praise will be specific, genuine and given in a way that is valued by the child. Children will be praised for appropriate behaviour in a variety of ways including

- Oral (either one to one or in front of others)
- Given a sticker (to be worn, or put on work)
- Physical 'well done' eg thumbs up
- Sent to Headteacher or Deputyhead for praise and/or sticker
- Teacher relaying good news to parents eg email, note in reading diary, at the school gate, phone call
- Awarded a superstar to display in school and a certificate to take home
- Team points in the form of tokens
- Class agreed rewards

### **Sanctions**

All paid staff with responsibility for pupils have statutory authority to discipline pupils whose behaviour is unacceptable, who break school rules or who fail to follow reasonable instruction. Adults in school will encourage children to keep to the GRAND Rules using positive reminders eg 'please walk' rather than 'don't run'

A child may be required to complete any school work missed due to time spent investigating an incident.

### **Sanctions – breaking school rules/disturbing learning**

The procedures set out below will be followed

#### **1. Reminder**

The child will be reminded of the GRAND Rules and asked to make a choice.

#### **2. Warning**

This may be verbal or the child's name may be written on a visible board. Again the child is reminded of the GRAND Rules and asked to make a choice.

#### **3. Change of location**

The child is asked to move either nearer to the teacher (or another adult) or to another area or class.

#### **4. Senior Leadership Team (SLT)**

A member of the SLT is asked to escort the child away from the situation to discuss their behaviour.

### **Sanctions - Apology**

Should the child need to apologise for their unexpected behaviour they are expected to give a full apology to the appropriate person either verbally or in writing. The member of staff dealing with the situation is responsible for ensuring this happens..

See Appendix B for 'The Perfect Apology'.

### **Sanctions - Detention**

In KS2, a detention may be given to a child who is displaying unwanted behaviour. This is undertaken as a last resort, after the year group leader has been involved in supporting the child in making good choices. Detention is not generally given for not returning Home Learning.

The detention takes place in a specified room during morning break with a member of staff on duty. The child is asked to explain why they are in detention and which GRAND rule they have broken. Records are kept in a year group detention book. Parental consent is not required for a detention to be issued.

At the end of each half term the detention books are monitored by the Deputyhead. Any child receiving more than 3 detentions will have a letter sent home to parents/carers explaining why each detention was given, the date the detention took place and asking for support. A meeting with parents may also be arranged.

### **Sanctions - Playground**

**Sent inside** – A child displaying unwanted behaviour during break time will be sent to a member of SLT. The incident will be investigated. The child will not be allowed back into the playground unless given permission to do so by the member of SLT dealing with the concern.

**Zoning** – the playground may be zoned to allow children to play away from each other. This may help to break a pattern of behaviour that has developed. The class teacher will inform parents that zoning has been put in place and agree a period of time for the zone to remain before it is reviewed. All staff will be informed of the zone and report any problems to the class teacher. Zoning will be reviewed regularly and removed when deemed appropriate.

### **Sanctions - Single Severe Incident**

If any incident is deemed by the headteacher to be sufficiently severe parents are informed immediately. The headteacher will then decide on action to be taken. This can include a fixed term exclusion.

### **Sanctions -Persistent Unexpected Behaviour**

If, despite support from staff, a child continues to break the GRAND Rules, and the unexpected behaviour persists the following procedures are followed;

1.A behaviour contract is agreed and created. A member of SLT is responsible for monitoring and supporting the child. Meetings to discuss the contract and the child's efforts to change their behaviour are arranged

regularly. The child is praised for their efforts and the length of time between meetings may be extended, with a view to the child 'coming off contract'.

2.A meeting between the child's parents, the class teacher and a member of SLT takes place. Parents are asked to support. Agreed targets and strategies are put in place. Eg Behaviour chart, Home school contact book. This is recorded on the Edaware system.

3.Agreed targets are closely monitored. If the same behaviour persists an internal lunchtime exclusion is put in place. This means the child stays inside school during the lunchtime period. The headteacher sets the duration and number of lunchtime exclusions..

4.Agreed targets are closely monitored. If the same behaviour persists an external lunchtime exclusion is put in place. This means the child leaves school premises for the lunchtime period. The headteacher sets the duration and start date with the parents.

### **Sanctions - Severe repeated incidents of unexpected behaviour**

Should a child continue to show repeated unexpected behaviour an internal exclusion could be put in place. The child would not be allowed to join their class for a session, half a day or a whole day. The headteacher sets the time and duration of the internal exclusion.

Should it be deemed necessary by the Headteacher, a child may be excluded from school for a fixed term. This term would be decided by the Headteacher. See LA guidelines on Exclusions. (July 2017)

The school aims to support a child in managing and changing unexpected behaviour and will put in place school based support interventions , for example, drawing and talking sessions, ELSA time, visit to school counsellor, The school endeavours to only resort to internal or fixed term exclusions when all other avenues of support have been exhausted.

### **Reflection/time out**

A child struggling to remain calm, who may cause harm to themselves or others, or who is persistently disrupting the learning may be advised to go or escorted to the 'Blue room'. This room is set aside to enable a child to calm down and spend some time alone to reflect on their behaviour. The room is clear of any equipment or furniture. The door may be closed or left open and a member of staff will usually stay outside the room. The door has a window should it need to be closed, whereby staff can see into the room and ensure the child is safe. The amount of time spent in the blue room will depend on the circumstances and child involved. Members of the SEN team may be called upon for support.

Should a child need regular visits to the Blue Room parents will be informed and information shared regarding the length of time spent in the Blue Room and the reasons why a visit to the room occurred.

Time in the Blue room is seen as a supportive strategy in helping a child calm down, especially if the unexpected behaviour is due to sensory overload.

### **Restraint**

Should a child be behaving in a physical manner which could result in self harm or the harming of others, a member of staff may restrain the child. Restraint is seen as a last resort to ensure the safety of all those involved in the situation after other strategies have been deployed. Training for staff in how to use restraint techniques is arranged by the SENCo. All incidents of restraint are fully recorded.

See 'Restraint and Restrictive intervention' policy

### **Communication and record keeping**

Clear and effective communication regarding behaviour of all pupils is a priority. Staff will inform those working with individual children causing concern and the strategies employed for support.

The year group leader is responsible for ensuring all members of the year group team are kept informed regarding a child causing concerns and the strategies adopted to support. (This is typically through weekly year group meeting)

Behaviour plans and /or behaviour contracts will be created with support from the SENCo and shared where appropriate.

A contact book for each year group is available for SMSA staff to communicate concerns or note children who are praiseworthy. SMSA staff use this book to communicate with the Headteacher and SLT. The Headteacher regularly monitors this book, taking action as appropriate.

Should a member of staff need to contact parents to discuss unexpected behaviour the phone call or meeting will be recorded on the Edaware system. This ensures all adults working with the child has access to concerns, the strategies put in place and keeps a chronological record of all events.

### **Whole school approach**

We firmly believe that behaviour is a form of communication and adopt restorative justice approach to supporting children with their behaviour choices.

See Appendix C for Behaviour contract

Professional development regarding behaviour management and whole school approach to supporting behaviour is included in the school Induction procedures and training for NQT's. Staff are encouraged to attend CPD opportunities exploring classroom management strategies.

Staff are expected to follow the set questions below when supporting children with behaviour choices. This ensures that the vocabulary used is known and understood by all children and that a consistent approach is maintained. This way of working also ensures that any repeat offences are monitored. It is known as 'Doing the right thing, because it's the right thing to do'

**Q1** What have you done that you should not have done?

**Q2** How did this make others feel?

**Q3** How can you begin to put this right/resolve this?

4 You have agreed to .....

5 Come back and tell ME if the agreement is broken.

The school also uses 'Zones of Regulation' to support children with exploring and describing their feelings and behaviour.

### **Accusations against school staff**

Should a child make an accusation against a member of staff then the Headteacher will conduct an investigation regarding the accusation. Any action deemed appropriate following investigation will be taken, including informing parents. Pastoral care for the staff member accused of misconduct will be organised by the school.

Disciplinary action may be taken against a child who is found to make false or malicious accusations against a member of staff.

### **Possession of dangerous objects**

Staff will confiscate from a child any item deemed dangerous or inappropriate found in school. Eg knives, illegal drugs, cigarettes, pornographic images.

Staff will not search a pupil suspected of carrying a dangerous or inappropriate item. Should a report be made that a child is carrying a dangerous item, following discussion with the child, parents will be contacted in the first instance.

Any such item found will be given to SLT and parents informed. The item will be returned to parents as soon as possible.

Should the school deem it appropriate, depending on the nature of the object, the police may be informed.

### **Special Educational Needs**

We acknowledge that for some children keeping the GRAND Rules may be difficult. In these circumstances the SENCo will be involved and will support the class teacher and parents in setting targets and monitoring behaviour. Reasonable adjustments regarding expectations will be made. The school acknowledges its legal duties under the Equality Act 2010.

Some SEN children will follow an individual behaviour plan, agreed between the class teacher, SENCo and child. Copies of these plans are shared with parents and staff. The SENCo has responsibility for filing the documents on the central system. Behaviour plans will be reviewed regularly, to update and refine. Changes made to behaviour plans are discussed and agreed with the child.

The school may also seek the support of outside agencies, for example, Educational Psychologist, Behaviour Support Service

### **Concluding Statement**

We believe that positive discipline is the most effective way of supporting children. We aim to promote good behaviour, self discipline and respect. We aim to be transparent in our expectations and firm, fair and consistent in supporting children make the right choices in terms of behaviour.

### **Further reading**

DfEs publication – ‘Behaviour and Discipline in schools’ – a guide for headteachers and staff ( January 2016)

DfEs publication – ‘Behaviour and Discipline in schools’ – a guide for Governing Bodies (January 2016)

School Policy – ‘Antibullying and Harassment’  
School policy – ‘Well-being and mental health’



### Teachers powers – what the law states

Teachers have a statutory duty to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow reasonable instruction ( Education and Inspections Act 2006)

#### Key points

- Paid staff may discipline pupils at anytime the pupil is in school or elsewhere under the charge of the school, including school visits. This applies when the behaviour could have repercussions for the orderly running of the school, pose a threat to another pupil or a member of the public or could adversely affect the reputation of the school
- Staff may confiscate pupils' property which includes any article that is likely to, or has been used to, commit an offence, cause personal injury or damage to property, or any item banned by the school
- Any punishment must be proportionate, have regard to the school's safeguarding policies and must not involve corporal punishment of any kind.
- Staff may use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property and to maintain good order and discipline in the classroom
- Staff may use reasonable force when conducting a search without consent for knives, weapons, alcohol, illegal drugs, stolen items, tobacco, cigarette papers, pornographic images or articles that could be used, or have been used, to commit an offence or cause harm. Force cannot be used to search for items banned under the school rules.

**The Perfect Apology = fim + feeling + fix**

**THE APOLOGY**

**"I'm sorry."**

**This must be the opening line**

+

**THE FIM**

**Admit the mistake you made or the rule you broke**

**"I said terrible things about you in front of our friends"**

+

**THE FEELINGS**

**Show you understand how the other person felt because  
of what you did (empathy)**

**"You must have felt betrayed and embarrassed when I did that."**

+

**THE FIX**

**Offer a plan to make things right or what you can do  
better in the future**

**"I promise to never talk like that about you again."**

FIM = Fault Is Mine

# Behaviour Contract

Date

Description of behaviours
Participants 1. 2. 3.
We have agreed the following:
Date of follow up meeting
Signed 1. 2. 3. Facilitator

Follow up meeting - date \_\_\_\_\_

What has been happening?

What were you thinking?

Who has been affected by this?

What do you need to take responsibility for ?

What do you think about it now we have been talking?

What needs to happen to put this right and ensure this behaviour does not continue?

How could you make sure this does not happen again?

**Additional policy during Covid -19 pandemic**

**Children will;**

Follow all instructions to maintain safety whilst on school site

**Staff will;**

Report to SLT any information regarding the behaviour of a pupil/group of pupils which may be a cause for concern. This includes, but is not exclusive to:

Deliberately moving close to another person

Trying to spit at or touch another person

Refusing to wash hands when requested

Moving out of allocated bubble

Moving out of allocated zone

Touching or using equipment allocated to another child

If a child finds it difficult to maintain safety rules the teacher will initially remind the child of the importance of keeping safe and how this being achieved.

If a child continues to break the safety rules they will be sent to a member of SLT. Parents/carers will be contacted with a view to support from home being established.

If a child still continues to break the safety rules SLT will contact parents/carers to discuss the child being kept at home.