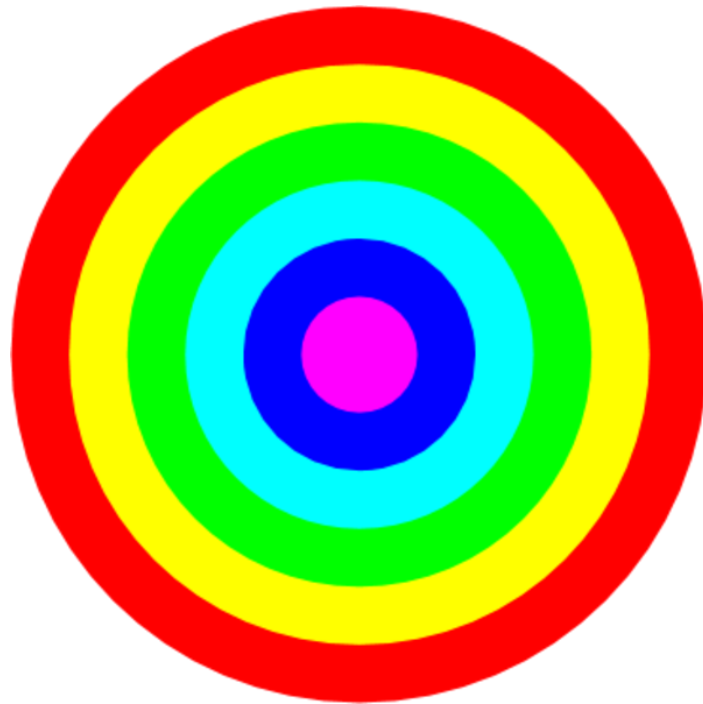


Grendon Primary School



Behaviour Policy

Our School Ethos



Our School Vision



... provide the knowledge and skills to unlock learning through: -

- ❖ a pastoral curriculum removing barriers and developing strength of character
- ❖ an academic curriculum providing effective structure and opportunity

In order that all of our children have the keys to embrace their futures and



And So We Can...

- ❖ Provide teaching that develops knowledge and skills so children learn and progress effectively.
- ❖ Offer enriching activities, events and experiences.
- ❖ Work together to remove barriers and ensure equality.
- ❖ Build independent and resilient learners who are able to communicate confidently.
- ❖ Listen to and treat each other and all members of the community with respect, tolerance and concern.
- ❖ Recognise ability, maximise potential and prepare children well for their future and life in modern Britain.

Introduction

We understand that we need to model and teach good behaviour.

We believe that a strong school ethos of achievement and good behaviour comes from us all working together within a clear framework.

Every member of staff has a responsibility to uphold the procedures outlined in this policy.

Children must be responsible for their own behaviour. Using the language of choice is a powerful way of encouraging this. As children realise that they are making choices in many areas of life they can be guided into making more socially acceptable choices.

Good choices should be rewarded; poor choices have consequences.

We actively teach our rules and praise children for getting it right. E.g. 'Thanks for lining up so well. Good choice.' We reinforce the rules at every opportunity.

Classes work together to decide in their own class rules each year. Staff have a responsibility to make sure that these rules are displayed in their classrooms and are referred back to.

We cannot assume that children know how to behave during the school day. We have to **teach** them the sorts of behaviour we want to see and act as positive role models.

Discipline within the school is based on making expectations clear to children, being fair and **consistent** and being vigilant, not upon a long and unwieldy list of punishments and sanctions.

All staff have a contribution to make in this area. Matters of attitude and behaviour cannot be ignored – they are everybody's business and should be dealt with by us all.

Our Approach to Behaviour Management

Expect children to behave well at all times

Plan for encouraging appropriate behaviour

- ❑ Balance correction with praise and encouragement
- ❑ Negotiate class rules at the beginning of each year and refer to them regularly
- ❑ Establish consistent rewards and punishments
- ❑ Use the language of choice to teach and emphasise taking responsibility for inappropriate behaviour
- ❑ Plan alternatives to confrontation, speak quietly
- ❑ Know how to get help when necessary

Plan for discouraging inappropriate behaviour

- ❑ Use the same language of choice throughout the school. 'If you choose to do that then this will happen'
- ❑ Plan what the consequences of inappropriate behaviour in your classroom will be if the wrong choice is made
- ❑ Plan alternatives to confrontation and don't raise your voice
- ❑ Separate the behaviour from the child

Use the language of choice

- ❑ It gives children confidence by giving them responsibility
- ❑ It regards mistakes as a normal part of learning
- ❑ It has a positive emphasis
- ❑ It reduces conflict
- ❑ It creates an important link between choice and consequence
- ❑ It helps to empower children as individuals

Actively build self esteem

'Catch' children being good

- ❑ This is one of the keys to successful teaching and learning. Thank children – let them know what the praise is for (being quiet, lining up, being polite) – it tells them what behaviours they can repeat in order to gain praise.

Actively build trust and rapport

Model the good behaviour you want to see

- ❑ Calmly resolve conflict
- ❑ Calmness, predictability and certainty are the key behaviours to model
- ❑ Listen to problems and respond

Follow up on issues that count – ‘the consequence is inevitable’

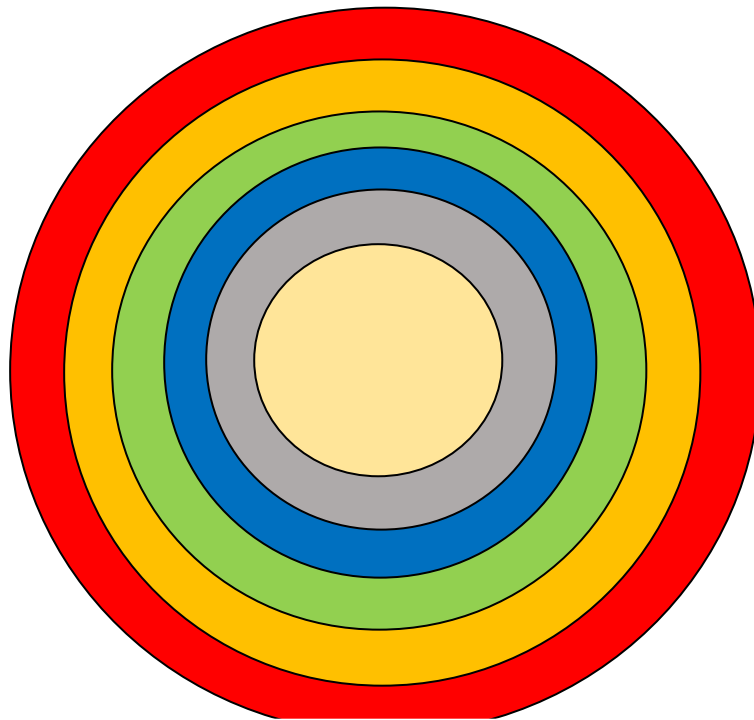
- ❑ Always follow children’s poor choices with a consequence
- ❑ Following up shows that you care and that what you say is important
- ❑ Be positive about future behaviour when following up
- ❑ Keep the focus on the behaviour not the child

Work to repair and restore relationships

- ❑ Catching them being good afterwards allows them a way back
- ❑ Remember that students may still be stressed or resentful
- ❑ Allow time and repeat the attempts to be positive

Our Target Board

Our Behaviour Management Policy is based on a target board system. The emphasis is on staying in the Gold Zone. Children are rewarded for good behaviour and staying in gold in a variety of ways, as described. Inappropriate behaviour results in children being moved through the target board zones with associated sanctions as described below.



All children start the day in gold

Clear verbal warnings are given

If warnings are ignored, children move from gold to silver then blue if the behaviour continues

At each stage provide encourage and opportunities for children to earn the move back into gold

Any child who reaches green will lose part of their playtime/lunchtime. The amount of time lost is decided by the teacher

A child who reaches amber will be sent to the Key Stage Leader with a completed time out slip

A child who reaches red must be sent to the Head, Deputy or Senior Leader with a completed time out slip. Parents will be informed.

If the behaviour or circumstances warrant it, a child may move straight to green, amber or red. Red hands and personal alarms are available in each classroom if support is needed.

Refusal to do as a member of staff asks or a physical attack on another person or school property are straight to red incidents

Rewards

We recognise that rewarding good behaviour and forming positive relationships is far more powerful than the use of punishments and sanctions.

The rewards discussed below are to be used to manage behaviour consistently across school.

Every child starts every day in the Gold Zone

Behaviour target boards are displayed in all classrooms

Individual teachers may have their own systems in place for rewarding good behaviour within the classroom. These may include table points, marble jars, stamps and additional stickers or certificates.

A weekly award certificate is given in assembly for children who have worked or behaved exceptionally well that week.

We can assemblies each half term reward children who have made particular progress in social and emotional aspects of the curriculum and parents are invited.

Teachers choose two children at the end of each year to receive a special recognition award and prize for overall achievement and behaviour during the year.

The system of reward and sanction can only work if we apply it consistently. It cannot be a substitution for fair and rigorously enforced classroom management routines.

Effective teaching is at the core of classroom management

Additional Behaviour Support

We are a Team teach school. In certain circumstances it may be necessary to hold a child to keep them safe from harm. If a child is at risk of causing harm to itself, to another child or significant harm to property, then the Care and Control policy should be applied.

In these circumstances a trained member of staff will use appropriate holds to ensure that the child is safe. De-escalation techniques will be used to calm the child and s/he will be released from the hold as soon as possible. Notes will be kept on the appropriate form and Parents informed of the incident.

Any such incident will be reviewed with the child and parent. This may lead to a risk assessment being written, a positive handling plan being put in place or a referral for additional support being made.

We make links with outside agencies and use these to support children and parents where necessary. Steve Brown, our Behaviour Consultant, works with staff, children and parents where needed.

Playground Behaviour

Inappropriate behaviour at playtime or lunchtime is unacceptable. If a child breaks our rules and the member of staff on duty feels that a verbal reprimand or time out is not sufficient, then they should discuss the matter with the class teacher, who will then decide on the sanction to be applied.

Teachers on duty at playtime have a responsibility to resolve any issues at the time, before children return to class, or arrange a time with the child and their teacher if further action is needed.

In serious cases the Head Teacher or member of SLT may decide to use detention as a sanction. This will only happen if serious misbehaviour has occurred. Class teachers can decide to keep children in at break time if they wish but there will be no formal playtime detention. The Head Teacher will keep a record of those children who spend a considerable amount of time in the Red Zone or who behave badly out of the classroom.

Staff Responsibilities

Within the classroom the teacher has the responsibility for the discipline of the class. The teacher should frequently refer to the class rules and maintain these standards.

All staff have a responsibility to correct misbehaviours if these come to their attention at any time and in any place. In serious cases the matter should be discussed with a member of the senior management team.

All staff must communicate concerns to parents immediately and inform them of any incidents that have occurred during the day. Where behaviour does not improve Key Stage Leaders will meet parents to discuss this. The Head, Deputy and Pastoral Manager will only become involved if behaviour doesn't improve during this process but are available to staff for advice, guidance and to signpost parents to additional support at all stages.

