



At Grange view we let our light shine, always sparkle and strive to achieve our God given potential.

*Let your light shine brightly before others.*

Matthew 5:16

### Our Ethos

The children are living a Christian life where they aim to flourish and thrive, thinking about our core Christian Values; Friendship, Trust, Forgiveness, Respect and Wisdom to become lifelong learners.

### Our Aims

- To provide a stimulating and secure environment, inclusive of children from all faiths and cultures.
- To provide an engaging, meaningful and relevant curriculum that equips all learners with the necessary skills for their educational journey.
- To value all individuals and support them to reach full potential and create an atmosphere of equal opportunity where expectations are high.
- To grow caring citizens who value the world we live in and celebrate moments of awe and wonder.
- To offer opportunities for collective reflections and inspire spiritual development that shape daily lives.
- To help the children to form values which will allow them to make moral choices throughout their lives, not just during their school years.
- To work in partnership between home, school, church and the wider community.

# Grange View C.E First School

## Behaviour Policy

**November 2022**

**Date Written: April 2018 (Revision)**

**Responsible Governor:**

**Adopted by Governors: May 2018**

**Date for Review: November 2024**

**This policy should be read in conjunction with school policies for Keeping Children Safe in Education (KCSIE), Anti-Bullying, Equalities, E-Safety and Tackling Radicalisation and Extremism (PREVENT).**

At Grange View CE First School the vision we are striving to achieve states that we are a 'happy, safe and welcoming' place where all are 'expected and challenged to a high standard in every aspect of their school life'. They are supported to let their light shine through respect and dignity.

Our Behaviour Policy is a key document to support the achievement of this vision. We believe that 'the quality of teaching, learning and behaviour in schools are inseparable issues, and the responsibility of all staff.' This policy supports safeguarding in school as set out in statutory guidance part 1 of KCSIE.

### **Aims and objectives**

At Grange View CE First School we believe that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. Our behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a collaborative way. It aims to promote an environment in which everyone feels happy, safe and secure. Our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the fact that we expect every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way. This policy aims to help children grow in a Christian environment, allowing them to become positive and increasingly independent members of the school community whilst also living out our core Christian value of forgiveness.

School rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter unacceptable behaviour.

### **Rewards and Sanctions**

We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate children verbally, through Class Dojo, Caught Sparkling and through visits to Mrs Laskey's basket.
- Weekly Family Worship assemblies for parents include awards of 'Merits of the Week' and the prestigious SPARKLE award.

We employ a comprehensive system to support positive behaviour and to ensure a safe and positive learning environment. We employ sanctions appropriately to each individual situation. Sanctions can only be applied by a paid member of school staff, while on the school premises or in the care of the member of staff e.g. On a school trip, and must be in accordance with disability, Special Educational Needs, race and other human rights. Teachers must use their professional judgement and knowledge of individuals involved when applying the system in order to make this most effective. (See **Appendix 1** for Class Rewards and Disciplinary Sanctions)

**Classroom Steps for dealing with minor behaviour issues** (minor disturbances/irritations/failure to complete tasks to the best of their ability)

1. The first step will always be a positive reminder for the whole class, pointing out the appropriate behaviour
  2. Reminder for an individual
  3. A second warning
  4. Time out in class, a place in classroom / time limited/change of partner / group for 5 minutes/withdrawn from activity for 2 minutes/sitting alone / next to adult for 5 minutes
  5. Time out of class, send to an appropriate class for 5 minutes
- Child will be isolated in the class to enable them to calm down / reflect. Informal contact will be made with parents if there are repeated incidences
6. Pupil to see the Senior Leadership Team Teachers with timeout and Behaviour Incident reported on CPOMS.

Step 4.

This forms part of our school behaviour log and is monitored on a regular basis by the Headteacher and recorded on CPOMS. **UNDER NO CIRCUMSTANCE SHOULD ANY CHILD BE LEFT UNSUPERVISED OUTSIDE A CLASSROOM. CHILDREN SHOULD BE REMINDED OF THESE STEPS AT REGULAR INTERVALS THROUGH WHOLE SCHOOL AND CLASS DISCUSSIONS.**

At lunchtimes and playtimes the following steps will be taken to deal with minor behaviour issues:

1. Child is reminded that a behaviour is inappropriate
  2. Child is reminded for a second time that a behaviour is inappropriate
  3. Child is given a final verbal warning that the behaviour is inappropriate
  4. Child is sent for a time out next to the wall outside
  5. Child sent to The Assistant Head /or headteacher if behaviour issues continue
- Lunchtime supervisors record occasions when a child has reached Step 4 and pass this on to the class teacher to record. This forms part of our school behaviour log and is monitored on a regular basis by the Headteacher.

### **Pupil Support**

All staff follow school policies and procedures providing individual support where needed. At Grange View our Designated Safeguarding Leads, Thrive Lead, SENCO, Mental Health Lead and ELSA trained staff work with individuals to promote good behaviour whilst encouraging all to let their light shine.

### **SEND Pupils**

All pupils can thrive and achieve their God given potential at Grange View, including those with SEND. The school encourages a culture of good behaviour and follows plans, interventions and guidance for pupils with SEND. Staff are aware that some pupils will need help to manage their behaviour inline with the school behaviour policy.

The law also requires schools to balance a number of duties which will have bearing on their behaviour policy and practice, particularly where a pupil has SEND that at times affects their behaviour. In particular:

- Schools have duties under the Equality Act 2010 to take steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices.
- Under the Children and Families Act 2014, relevant siblings have a duty to use their 'best endeavours' to meet the needs of those with SEND; and

- If a pupil has an Education, Health and Care plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

### **Detention (time out)**

- Detention may be used within our sanctions, particularly when children have persistently misbehaved at playtimes or failed to complete tasks to the best of their ability.
- Detentions may only be given during the school day e.g. Playtimes or lunchtimes.
- Detentions in our school will be supervised by the head teacher and/or Assistant Head

### **Serious Behaviour**

More serious behaviour issues which we consider unacceptable:

- Bullying
- Aggression
- Discrimination
- Derogatory Language

If these behaviours are witnessed, the child/ren should be sent to a member of the Senior Leadership Team (AHT/HT). A record of the incident will be recorded on CPOMS. The first recording acts as a warning for the child and should be kept in school – parents are not informed on this occasion (except in the case of bullying). If a child receives a second warning for serious behaviour during a half term, the child's parents will be asked to come into school to discuss the ongoing problems and reminded of the next consequence; a third warning means that a pupil may be excluded from school at lunchtimes for one week.

Parents would need to arrange for the child to be supervised at home during this time. This is formally recorded as an exclusion and is reported to governors and to the local authority.

Class teachers should regularly discuss behaviour expectations with their class. Every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of unacceptable behaviour, the class teacher discusses these with the whole class at an appropriate time.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We have separate policies that deal with bullying, harassment and racism.

The Use of Reasonable Force - Schools have a legal duty of care for all their pupils. Where a pupil is creating a situation where they are threatening the wellbeing of other pupils, Safer Intervention strategies from trained staff may be used. Staff will always try to intervene verbally before using Safer Intervention. Where staff fear for their own safety and the pupil is not responding to a verbal request help should be sought before intervening. We have an additional policy for The Use of Safer Intervention (SIT). We have 2 staff trained and accredited in Safer Intervention, these are Louise Laskey and Fiona Cochrane.

### **Pupil Behaviour Outside the School Gate**

Teachers have statutory power to discipline pupils for misbehaving outside the school premises. They may discipline a pupil for:

Any misbehaviour when the child is:

- Taking part in any school organised or school related activity or

- Travelling to or from school or
- Wearing school uniform or
- In some other way is identifiable as a pupil at the school
- Misbehaviour at any time whether or not the conditions above apply that:
- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school.

Discipline will only be carried out following detailed investigation and in accordance with the staged sanctions laid out in this policy. On occasions the school may deem another agency more appropriate to deal with the incident or issue. e.g. Police.

### **Managing Pupil Transition**

We are aware that children find moves between schools and classes unsettling and provide appropriate support and guidance whether they start at the beginning of the school year or arrive part way through. As a school we have a range of approaches to support this.

At Grange View CE First School we are aware that pupils find moves between schools and classes unsettling and so we provide appropriate support and guidance whether they start at the beginning of a school year or arrive part way through. 'We recognise that changes can cause anxiety and if not carefully managed can adversely affect pupils' motivation, attitude, attainment and behaviour'. (Steer report 2010)

At Grange View CE First School we have 3 types of transition:

1. Moving to our school.
2. Moving onto the Middle/next School.
3. Moving to a new class each September.

### **Moving to our school**

The Headteacher will meet with the new parents and pupil/s before they start to go through our vision and procedures (See new pupil induction guidance). He or a member of the Senior Leadership team will take the parents and pupil/s on a tour of the school and introduce them to their new class teacher/s and Mrs Burt in the office. The new class teacher/s will then meet with the parents once the pupil/s have started to go through class routines and expectations. The class teacher will choose a buddy from the class to support the new pupil to help them to settle in.

### **Moving onto the Middle/next school**

All children spend a day in the summer term at their next school where they meet staff and other pupils that will be in their year group. The Middle/ next liaise with staff about levels and behaviour during a visit in the summer term. The Year 4 teacher and ELSA listen to individual anxieties and support the children with them. If they feel that a further visit to the next school is needed, this can be arranged and is done so on an individual needs basis.

### **Moving to a new class each September**

Each class teacher meets with the previous class teacher to discuss attainment, groupings and behaviour prior to the start of the new school year. Children spend a transition day in their new class in the summer term where they work with and get to know their new teacher and class. A variety of information is passed onto the next class teacher including reading records, Assessment sheets, SEN information and medical needs. The new class teacher fills in a know your class sheet.

### **Confiscation of Inappropriate Items**

Pupils will be searched where there are reasonable grounds for suspecting that they are in possession of a prohibited item. They can be searched on the school premises or if

elsewhere where the member of staff has lawful control or charge of the pupil. e.g. on a school trip. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they have acted lawfully, and have dealt with the confiscated items in line with the procedures.

### **The role of all adults in school**

It is the responsibility of adults in school to ensure and model high standards of behaviour in their classes, and that children behave in a responsible manner during lesson time and while they are moving around the school. Key to this is ensuring that all pupils are provided with an appropriately engaging curriculum that meets their individual needs at all times. Adults in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability. Adults treat each child fairly, and enforce our school behaviour guidelines consistently. Adults treat all children in their classes with respect and understanding. The class teacher liaises with the Special Educational Needs Co-ordinator should they believe that external agencies need to be involved due to a child's behaviour these may include referral to the SEND team. The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour of a child.

### **The role of School Leaders**

It is the responsibility of school leaders to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of School Leaders to ensure the health, safety and welfare of all children in the school. School Leaders support the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy. They also communicate the expected standards of behaviour in school publications including newsletters and assemblies. School Leaders keep records of all reported serious incidents of misbehaviour. School leaders ensure that all staff joining the school (including supply teachers) are given clear guidance and use the school's systems and its expectations for behaviour. This is detailed in the Staff Handbook. The head teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of unacceptable behaviour, the head teacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

### **Liaison with Parents**

We firmly believe we must work in partnership with parent/carers on all aspects of a young person's education including their behaviour. We accept that good liaison takes time, is demanding and requires resources. We are highly active in establishing these links and forging positive relationships through weekly assemblies, newsletters and regular face-to-face meetings. We ensure we evaluate our contact with parents to build upon good practice identified and amend as appropriate. We will ensure that all staff understands the procedures in place for dealing with distressed and angry parents (this involves calling for senior staff and moving to a safe and private area). We are aware our parents too must behave appropriately towards the school staff. Although abusive and intimidating behaviour can come about through frustration, we will take legal advice as appropriate as such behaviour is not acceptable and cannot be tolerated.

### **The Role of Governors**

The governing body has the responsibility of setting down these general guidelines on standards of behaviour, and of monitoring and reviewing their effectiveness. The governors support the headteacher in adhering to these guidelines. The headteacher has the day-to-day authority to implement the school's policy on behaviour, but governors may give advice

to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

## Staff Development and Support

As a school we know that staff should be equipped with the skills necessary to understand and manage pupil behaviour effectively. Training and coaching are both vital elements of a high quality professional development programme. As a school we will provide regular opportunities for all staff to share and develop their skills in promoting positive behaviour through training programmes, specialist advice and learning from more experienced staff.

## Suspension and permanent exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. The school therefore follows the DfE guidance – Suspension and Permanent Exclusion from Maintained Schools in England – September 2022. We refer to this guidance in any decision to exclude a child from school. The Headteacher and Governing Body can exclude a child from school. The Headteacher may exclude a child for one or more fixed periods. In extreme and exceptional circumstances, the headteacher may exclude a child permanently. If the Headteacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion.

## Monitoring and review

The headteacher monitors the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, make recommendations for further improvements. The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The headteacher records those incidents in which a child is sent to him/her on account of bad behaviour. Lunchtime supervisors give verbal details of any incidents to the class teacher to deal with in the first instance. The headteacher keeps a record of any child who is excluded for a fixed-term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of equality. The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Date: November 2022

Signed: R. Griffin

## Chair of Governors

Review: November 2024

***The governors at Grange View CE First School believe that everyone has a right to learn, to be respected and to be safe. We are intent on providing a caring, safe, happy and healthy environment for all our pupils, guided by the teachings of Jesus in delivering our Christian values and vision. We seek to enable all to flourish and achieve their full potential where both British and Christian values of care, kindness and respect are at the heart of all we do. The governors in all decision making work collectively and collaboratively to enable everyone to let their light shine (Matthew 5:16)***

## **Appendix 1 - Age appropriate class rewards**

### Early Years - Acorns and Oak classes Behaviour Management Systems

Children are rewarded with lots of positive praise and smiles and share lots of wow moments.

- Stickers
- The children get to visit Mrs Laskey's basket.
- For great effort and work they get rewards in family worship
- If a child does make the wrong choices they are given a reminder of what is expected.
- As a consequence for a persistent behaviour issue, timeout in the unit would be given and a final consequence with Mrs Laskey.
- The beginning of each session is a fresh start for all children.
- These rewards and consequences are in place in order to give some of our youngest children time to think and make the right choices in line with our church school ethos.
- Class Dojo points and certificates are used as well as our vision.

### KS1 Class Behaviour Management Systems

In addition to the systems mentioned within the behaviour policy, we also have a number of rewards and incentives to encourage excellent behaviour.

- Each day children are reminded of the school SPARKLE statement with the expectation that they behave in a manner throughout the day that supports the school's aims and let their light shine.
- Achievement of good behaviour and attainment are rewarded immediately by stickers and stampers.
- Achievement of exceptional behaviour and attainment are recorded with the use of 'Sparkle tickets'. Children are aware that these influence our decisions about awards to be given in Family Worship on Fridays.
- The 'Sparkle' statement is referred to on a daily basis, reminding children of the expectations. Children who are making the right choice are highlighted as an example to others, 'Thank you for...', 'who can listen as well as...?'
- In KS1 we praise good behaviour and enthusiasm for learning through our online 'Class Dojo' point system. This is a constant visual for children to see how they are doing.
- Class Dojo points are given for exemplifying the Sparkle statement. This can be on an individual basis or a group basis and letting their light shine.
- If behaviour is deemed not appropriate children are given a reminder then a warning. If spoken to more than twice and further disruption takes place a 5 minute time out happen within the Key Stage. A child may be sent to a senior member of staff if poor behaviour continues.

### Key Stage 2 - Behaviour Management Systems

In addition to the systems mentioned within the behaviour policy, we also have a number of rewards and incentives to encourage excellent behaviour.

- We use Class Dojo for a reward system. The children can earn and receive points for any aspects of positive behaviour, doing excellent work in lessons or showing enthusiasm. Points are also awarded for excellent behaviour outside of lessons. When the children reach milestones, such as 50 points, 100 points, 150 points etc. They will be sent to the basket as an extra reward.
- Children are reminded of the School Vision and Sparkle statement regularly so they understand what is expected of them. Children are given opportunities to carry out class responsibilities. Class Dojo points can also be rewarded for 'Sparkling' and letting your light shine.
- We use a counting system as a method of enforcing good behaviour in class.



- Initially children will be warned that they will be counted if their behaviour is not appropriate for class.
- Children will then be counted 1 for the next warning. This will carry on with the 2.
- If a child reaches a 3, they will sit in an area inside their classroom for 5 minutes as a reflection period.
- If, after their reflection period, the behaviour is still continuing they will be sent to another classroom for 5 minutes with a timer for a reflection period.
- After that, if the counting has not worked, they will be sent to Mrs. Laskey's office.
- The thrive approach of encouragement and positive praise is adopted often.
- Other opportunities for rewards are 'Caught Sparkling' – if a child is spotted by a member of staff upholding the Sparkle Statement and Core Values this may lead to their name being picked out of the box on Friday for afternoon tea.