



Grange View C. E. Primary School

Grange Road, Widdrington, Morpeth. NE61 5LZ

Tel: 01670 790686

Email: admin@grangeview.northumberland.sch.uk

Headteacher: Louise Laskey



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

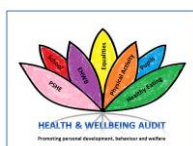
Our Ethos

The children are living a Christian life where they aim to flourish and thrive, thinking about our core Christian Values; Friendship, Forgiveness, Respect, Perseverance and Community 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.

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Behaviour and Relational Policy

Date Written: July 2024

Responsible Governor: Rebecca Griffin (Chair of governors)

Adopted by Governors: July 2024

Date for Review: July 2025

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

1. Policy Intent

At Grange View CE Primary 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 and Relational 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.

We at Grange View C.E. Primary School believe that the adult-child/young person relationship is vital when developing the child/young person's social and emotional skills, which are essential for life and learning. We strive to demonstrate a relational approach to support social and emotional development and behaviour based on the following six principles:

- We understand that behaviour communicates unmet needs, and we can separate the child/young person from their behaviour.
- We understand that each developmental stage has a range of typical behaviours, which provides opportunities for adults to role-model and explicitly teach appropriate behaviours.
- We provide containment, predictability and routine to build a sense of safety in the emotional and physical environment.
- We encourage children/young people at our setting to become accountable for their actions and realise the impact they may have on themselves and others, promoting a solution-focused approach to changing future behaviours.
- We keep in mind that we are the adults and the children/young people are still growing, learning and developing.
- We seek to restore relationships and change behaviours rather than punish the actions a child/young person may have taken. Although this does not exclude the use of sanctions, we seek the most appropriate way of supporting children/young people to develop robust stress-regulation systems and therefore the skills of self-control, empathy and emotional management.

2. Our Aims

At Grange View CE Primary 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

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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.

3. Purpose of the policy:

This policy aims to:

- share the approach the school takes to promote good behaviour and relationships, ensuring that children and young people are in a calm, safe and supportive environment
- share how the school community is committed to promoting and supporting positive behaviour and relationships across the school
- provide guidance to staff in their role of supporting positive behaviour and relationships
- provide information on what support and training opportunities are on offer for staff, parents and carers

We are an evidence informed school!

Our approach to promoting positive behaviours is informed by current educational research. We have selected best practice from a range of educational thinkers whilst considering what will work within our school community.

- EEF: Improving behaviour in School – Sept 2022
- Ellis and Tod: Behaviour for Learning - Promoting positive relationships in class – 2018
- Creemers and Kyriakides: The dynamic model of educational effectiveness - 2010
- Coe et al: The great teaching toolkit - 2020
- Bennett: Creating a culture - 2017

4. Trauma Informed School (TiS)

TiS 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.

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

We recognise that it is important for adults to understand where a child is in terms of their mental and emotional health and this approach supports staff with how to differentiate their relationship with children in order to support their development. All the adults at Grange View aim to develop attuned relationships with our pupils so that we can provide a safe haven for them to express their emotions. All feelings are considered normal, but need to be regulated and expressed constructively.

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 to some children's development. The TiS programme supports adults in creating a differentiated provision in response to need with reparative strategies as part of systematic actions.

With a programme of continuous development, our vision is for all our staff to receive regular training and to use this insight to build healthy development, encourage pupils to increasingly self-regulate and embed strategies in social and emotional learning and positive behaviour choices, therefore underpinning academic progress.

5. Whole school approach to supporting pupils

In order for children to achieve their maximum academic potential in school they must feel safe from physical and verbal aggression and disturbance. Our 'SPARKLE' statement underpins everything that we do.

We ensure that our school has a culture, ethos and practice that strengthens relational approaches and inclusion, recognising the importance of psychological safety. Our school implements Thrive – a trauma-informed whole-school approach to improving the mental health and wellbeing of children and young people.

Our school embeds Thrive into our curriculum where children and young people are taught to:

- develop their stress-regulation system
- recognise and verbalise a range of feelings and emotions
- build their emotional resilience so they can effectively manage stress
- keep themselves safe
- develop healthy coping strategies and regulation skills

All staff are committed to supporting and promoting positive behaviour and healthy relationships. All staff will:

- take the time to recognise positive behaviours and attitudes and reward success
- try to notice children and young people doing the right thing and praise, celebrate and promote this
- engage in establishing the non-negotiable and negotiable rules at the start of the academic year, and revisiting these regularly and at least half-termly
- focus on the values, rights and responsibilities of the school when establishing boundaries with children and young people
- remind children and young people that their actions impact on others and that they have a responsibility to safeguard others' rights
- seek both resolution and learning when dealing with incidents
- consider how our actions and words help and give children/young people time and space to resolve the situation
- keep in mind that children and young people benefit from a clear structure (containment) within which to learn
- use sanctions only as a form of appropriate, proportionate and positive intervention
- keep in mind that any sanction used is to resolve rather than escalate a situation and must be applied compassionately in a fair and consistent way.

Alongside the above, we also use the stance of PACE to support children and young people. PACE is the acronym used by psychologist Dan Hughes to describe the optimal adult stance when working with children to reduce stress, enhance connection, promote safety and engender the learning of new social and emotional skills. PACE stands for:

- Playfulness – sensitive and appropriate playfulness helps the child feel safe and promotes positivity
- Acceptance – unconditionally accepting the child makes them feel safe, secure and loved
- Curiosity – genuine and non-judgemental interest in the child helps them become aware of their inner life
- Empathy– demonstrating compassion for the child and their feelings supports the child’s sense of self-worth








6. Classroom routines and core expectations

To support our students to reduce their cognitive load and manage the classroom environment, each lesson will have similar approaches to behaviour. This calm and predictable set of routines will maximise learning time and allow students to quickly regulate. This includes:

<p>100% rule</p> <p>✓ 100% WORKING ✓ 100% OF THE TIME ✓ 100% ENGAGEMENT</p> <p>We understand that ‘misbehaviour likes misbehaviour’</p> <p>We promote all to be in the stretch zone, through challenge comes engagement and high quality learning</p>										
<p>Teach your routines</p> <p>On a daily basis we promote high standards of behaviour through carefully set and rehearsed routines, this leads to better behaviour</p> <ul style="list-style-type: none"> ✓ We explain in detail each step through modeling in small, sequential steps ✓ Check for understanding through questioning ✓ We practice the routines and give feedback for improvement ✓ We perform these routines to perfection ✓ The routines are unchanging 										
<p>Key routines</p> <table border="0"> <tr> <td style="text-align: center;"><u>Lesson beginnings:</u></td> <td style="text-align: center;"><u>Attention grabbers</u></td> </tr> <tr> <td>- We meet and greet at the door</td> <td>- We use visual clues (hand in air)</td> </tr> <tr> <td>- Enter the class quietly</td> <td>- We use count downs</td> </tr> <tr> <td>- We have well chosen seating plans</td> <td>- We use a call and response:</td> </tr> <tr> <td>e.g.: Macaroni cheese – everybody freeze</td> <td></td> </tr> </table>	<u>Lesson beginnings:</u>	<u>Attention grabbers</u>	- We meet and greet at the door	- We use visual clues (hand in air)	- Enter the class quietly	- We use count downs	- We have well chosen seating plans	- We use a call and response:	e.g.: Macaroni cheese – everybody freeze	
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<p>Teacher clarity</p> <p>We are always clear on tasks:</p> <ul style="list-style-type: none"> ✓ We stay concise ✓ We check for understanding ✓ We display key information ✓ We always use small steps of progression ✓ We demonstrate what to do ✓ We stick to the point ✓ We recap the main teaching points 										
<p>Scan</p> <p>We use a range of scanning techniques which includes</p> <ul style="list-style-type: none"> ✓ <u>One minute scan</u> (at the start of a task - stood in a central place) ✓ <u>Default scan</u> (throughout the lesson from the corner – using the same spot every time) <p><u>Pivot and scan</u> (When working with other students – checking behind you)</p>										
<p>Pressure of time</p> <p>This gives urgency and narrows their attention to their learning, including</p> <ul style="list-style-type: none"> ✓ <u>Start line</u> (like the start of race e.g.: pens at the ready - begin / brains at the ready ...think / ideas at the ready share) ✓ <u>Deadline</u> (adds pressure and no daydreaming) ✓ <u>Just / only</u> (You have ‘just’..... / you ‘only have) 										
<p>Narrative compliance</p>										

This involves describing the behaviour of the students who are behaviour appropriately. This links to the band wagon effect, encouraging all the children to adopt the desired behaviour by copying those highlighted in a positive way

As humans we do not always make the right decisions. At Grange View we recognise that and consider every interaction with a student to be a learning opportunity. Our 'SPARKLE' expectations not only give clear guidelines for behaviour but provide students reasons why these behaviours are important. This is vital in supporting our students to develop into well rounded adults who are able to make informed decisions.

SPARKLE	Core expectations	How this looks at Grange View (created by the school council)
	Share a smile	<ul style="list-style-type: none"> - Making eye contact - Taking turns - Staying positive and resilient - Thinking of others
	Promise to listen and learn	<ul style="list-style-type: none"> - Sitting up, facing the front - 100% attention and effort - Great attendance - Listening and not talking
	Always try your best	<ul style="list-style-type: none"> - Putting your hand up for questions - Being hardworking and resilient - Never giving up - Joining in with class discussions
	Remember to think of others	<ul style="list-style-type: none"> - Listening to others contributions - Being helpful - Working collaboratively - Taking turns
	Kind hands, feet and voice	<ul style="list-style-type: none"> - Keeping hands to yourself and not snatching - Not kicking or retaliating with your feet - Speaking with a quiet, calm voice, always using kind words
	Love everyone as you would like to be loved	<ul style="list-style-type: none"> - Showing respect to everyone - Being a good role model to others - Leading by example
	Every day is a new beginning	<ul style="list-style-type: none"> - Saying sorry for your actions and being forgiven - Seeing each day as a fresh start - To show perseverance

7. Promoting Good Behaviour

We have many positive reinforcements that help steer children away from poor behaviour and towards good behaviour. These also help to develop self-confidence, which in turn promotes learning. They are:

- Verbal feedback / praise Non-verbal feedback e.g. thumbs up gesture, smile, pat on shoulder

- Public acknowledgement for improved behaviour, an exceptional piece of work etc. through whole school assemblies
- Merit awards/certificates which are given out every week during family worship
- Class rewards (to be decided upon by individual class teachers)
- In our school we use the “Class Dojo” system to recognise and reward good behaviour choices. Points once earned are never removed
- Receiving good work or good behaviour stickers from the class teacher, LSA or head teacher
- Having responsibilities in the class or school in general
- The provision of opportunities for children to support one another by working together as a group
- ‘We aim to SPARKLE’ behaviour cards in all classrooms

Within our positive approaches we recognise that there may be times when a pupil might make a negative choice and a consequence must follow. This might be a deliberate choice, or an overwhelming impulse which results in an impact on others.

8. Dealing with behaviour issues – tiered approach

We use a range of strategies to interrupt poor behaviour choices including:

- Emotion Coaching
- Calming time outside or within the classroom
- Time in another classroom
- Change of environment with a supportive adult
- Communicate with parents
- Strategic intervention which includes:
 - Being discrete, light and completed quickly
 - Using non verbal techniques such as gestures, facial expressions, a fixed stare, modelling and an abrupt stop
 - Anonymously highlighting the desired behaviour by saying “I am waiting for two!” or “all should be writing”
 - Addressing quietly the target individual at their level

When an incident occurs, we understand that this will cause a rupture in relationships and we seek to repair this rupture. We describe the behaviour as ‘distressed’ rather than ‘challenging’ because we understand that the behaviour is communicating a level of need within the child/young person.

These techniques are designed to support the child to be accountable for their actions, encouraging them to develop skills to change their behaviour rather than to punish the actions taken by the child.

- Help to rectify something they have done – for example, help to tidy up the mess they have made, turn the chairs back up if they have been tipped over, etc.
- Use sanctions to help the pupil and others learn from mistakes and recognise how they can improve behaviour.
- Use the Thrive assessment tool to help gain a better understanding of the child or young person’s social and emotional needs.
- Hold Thrive one-to-one or group sessions to help promote positive behaviour and develop regulation techniques.

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Classroom Steps for dealing with 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 'That's a 1!'
3. A second warning 'That is a 2, you have now had two warnings!'
4. 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
5. Pupil to see the Senior Leadership Team Teachers with timeout and Behaviour Incident reported on CPOMS.

Staff have the discretion to escalate as necessary, depending on the context or safety of the child's behaviour.

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 'That is a 1!'
2. Child is reminded for a second time that a behaviour is inappropriate 'That is a 2, you have now had two warnings!'
3. Child is sent for a time out next to the wall outside
4. Child sent to The Assistant Head /or head teacher if behaviour issues continue
Lunchtime supervisors record occasions when a child has reached Step 3 and pass this on to the class teacher to feedback to parents where necessary. Significant incidents are recorded on CPOMS. This forms part of our school behaviour log and is monitored on a regular basis by the Head teacher.

Staff have the discretion to escalate as necessary, depending on the context or safety of the child's behaviour.

When a child is displaying inappropriate behaviours, we recognise that each situation will be absolutely unique to the child and therefore the response needed will be unique also. The situation and the factors involved will be considered carefully and responses will be made usually following a professional discussion between some/all of the following people; Headteacher, Assistant Head, SENCo, Class Teacher, Teaching Assistant. At every stage we will also maintain close communication with parents and carers.

Where a need has been identified the school may also put steps in place to scaffold a pupil who is at risk of not being able to manage their choices appropriately.

There are some situations that will provoke a more severe response from school: If a child deliberately commits any of the following, they may be given an immediate exclusion at the Head Teacher's discretion following a full investigation:

- Physical assault
- Verbal abuse / threatening behaviour against a pupil
- Bullying
- Racist abuse / language
- Damage
- Persistent disruptive behaviour

Serious Behaviour

More serious behaviour issues which we consider unacceptable:

- Bullying
- Aggression
- Discrimination
- Derogatory Language

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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 informed. If a child receives a second warning for serious behaviour, 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.

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.

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.

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 staff trained and accredited in Safer Intervention.

9. Partnership with parents and carers

At Grange View, we work as a team to support the children in our setting as they grow and develop socially and emotionally. We actively promote a partnership with parents/carers and other agencies, where appropriate.

We believe that clear and open communication is key to ensure that we all work together as a team to meet the needs of the child/young person. We make sure parents/carers are supported to understand and help children/young people to be accountable for their actions. We encourage rejoicing in the positives and develop skills to change unacceptable behaviour rather than to punish the actions taken by the child.

Our school is committed to supporting parents, carers and families with their child or young person's behaviour. We aim to do this by:

- using our online communication platform to update parents and carers with messages and news, throughout the week
- encouraging parents and carers to inform the school if they have any concerns regarding their, or another child's, behaviour
- discussing any behaviour concerns we have with parents and carers
- keeping parents and carers well-informed regarding where they can seek support through the school website, social media pages, posters in the main entrance, letters home, etc
- having regular parents/carers' evenings.

10. Pupil Support

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

11. 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 in line with the school behaviour policy. **Dfe guidance**

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.

Pupils with disabilities and Special Educational Needs (SEN) including those with Education, Health and Care plans (EHC plans)

54. The Equality Act 2010 requires schools to make reasonable adjustments for disabled pupils. This duty can, in principle, apply both to the suspensions and permanent exclusions process and to the disciplinary sanctions imposed. Under the Children and Families Act 2014, governing boards of relevant settings³⁸ must use their 'best endeavours' to ensure the appropriate special educational provision is made for pupils with SEN, which will include any support in relation to behaviour management that they need because of their SEN. Schools should engage proactively with parents in supporting the behaviour of pupils with additional needs.

Where a school has concerns about the behaviour, or risk of suspension and permanent exclusion, of a pupil with SEN, a disability or an EHC plan it should, in partnership with others (including where relevant, the local authority), consider what additional support or alternative placement may be required. This should involve assessing the suitability of provision for a pupil's SEN or disability.

Where a pupil has an EHC plan, schools should contact the local authority about any behavioural concerns at an early stage and consider requesting an early annual review Prior to making the decision to suspend or permanently exclude. For those with SEN but without an EHC plan, the school should review, with external specialists as appropriate, whether the current support arrangements are appropriate and what changes may be required. This may provide a point for schools to request an EHC assessment or a review of the pupil's current package of support.

12. Recording of behaviour

At Grange View we use a secure password protected system called CPOMS (Child Protection Online Management System) to record all safeguarding, welfare, pastoral and behavioural issues. Significant behaviour incidents are recorded on CPOMS and if behaviour continues then a member of SLT will follow up with parents. Poor playground behaviour is

recorded in a similar manner and fed back to the class teacher. Positive behaviour during playtimes can be rewarded with dojo points.

13. Fixed term and permanent exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary as a last resort. The school follows the most recent national guidance on exclusions. We refer to this guidance in any decision to exclude a child from school and liaise with the Local Authority's Inclusion Team.

Only the headteacher has the power to exclude a child from school. The headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the headteacher may exclude a child permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

The headteacher will consider if the incident also warrants exclusion from all clubs including wraparound as well as any arranged visits the class has organised. The child's parents may be asked to escort and supervise their child depending on the incident

If the headteacher excludes a child, they inform the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher.

The governing body will form an appeals panel and will consider any exclusion appeals on behalf of the governors.

There are county support systems available for pupils requiring exclusion.

When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling

14. Supporting staff

At Grange View, we provide high-quality training and ongoing continual professional development for staff in relation to behaviour and relationships to support the school's implementation of the Thrive Approach, which helps with children and young people's social, emotional and mental health.

All staff will be given training so that they:

- understand what children's mental health needs are
- understand how to promote good mental health and wellbeing
- know how to recognise warning signs of poor mental health
- have a clear process and know what to do if they identify a child or young person in need of support

A designated member of staff has attended the Senior Mental Health Lead (SMHL) training. This training is Department for Education quality assured, which enables staff to:

- learn why mental health and wellbeing are critical to school success
- accurately identify need, provide support and make referrals
- better understand and respond to the challenges young people face today
- benchmark, develop action plans and provide evidence of impact.

Staff are provided with a range of ongoing support when supporting children and young people with their mental health and wellbeing. This includes the following:

- access to Thrive-Online for all colleagues, which enables all staff to profile classes and groups, ensuring that pupils' social and emotional skills are on track
- 'Introduction to Thrive' training module for all colleagues, which includes an overview of the Thrive Approach, basic theory and how to use Thrive-Online to profile a class or group

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 serious classroom incidents on CPOMS. Lunchtime supervisors give verbal details of any minor incidents to the class teacher to deal with in the first instance and record anything more serious on CPOMS. 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: July 2024

Signed: _____ R. Griffin _____

Chair of Governors

Review: July 2026

The governors at Grange View CE Primary 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. 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. These are reset each whole term.
- 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.

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.

- 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 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 regular 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. 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. These are reset each whole term.
- 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.

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. These are reset each whole term.
- 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.
- 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.

Appendix 2: Areas which can cause conflict

The following things can cause children to feel resentful towards their classmates. They can also lead children to be tempted to steal or bully children into handing their belongings over. We want to prevent this at all costs and have therefore drawn up specific guidelines to lessen a 'have/have not' community. In situations where staff suspects theft or where a pupil may be carrying something banned by the school rules, staff are authorised to search pupils without consent.

In a case such as this, two members of staff should be present, one being the Head or AHT. Parent helpers are not authorised to do this.

MONEY: We do not encourage children to bring money into school. If children need money for after school activities it needs to be placed in an envelope and handed to a member of staff for safe keeping.

SWEETS: Sweets are not allowed in school. The children can bring fruit to eat during Favourite Five story time

THINGS FROM HOME: Occasionally a class teacher may ask children to bring in items from home to help with a class discussion or lesson. Children in KS1 may also bring in items for show and tell. Unless a teacher specifically asks, toys, electronic games etc. are not allowed in school.

MOBILE PHONES ARE NOT ALLOWED IN SCHOOL but UKS2 children who go home alone with parental permission can hand their phone in to the classroom when they come into school.

MAKE UP: Make up is not permitted in school. This includes nail varnish, lip balm, fake tattoos etc.

JEWELLERY: Only small stud earrings are allowed in school. This is for safety as well as practical reasons. Necklaces and chains are not permitted; except for a short chain which has a small religious symbol. Horrible accidents can occur with jewellery. If children are wearing jewellery to school and taking it off for PE it is their responsibility to look after it. The school accepts no liability for loss or damage to jewellery worn by children.

UNIFORM: It is expected that all children follow the uniform policy.

HOME TIME: We ask that all children leave school as soon as they are collected and that children who go home alone do not linger in the playground or outside the gate.

Although off the premises, we expect our children to behave just as they would in school. Bad behaviour and bullying as defined in the Behaviour Policy which occurs anywhere off the school site and which is witnessed by a staff member or reported to the school will receive the same sanctions as it would on the school premises. Parents and Governors will be asked to attend meetings as necessary.

Confiscation of Inappropriate Items

Pupils may be searched where there are reasonable grounds for suspecting that they are in possession of a prohibited item, these are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco or vapes
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Appendix 3: The Four Essential Steps of Emotion Coaching

1. **Become aware of the emotion in the child;** communicate your understanding and acceptance of the emotion. Empathise.

"I'm wondering if you're feeling.."

"I can see you are feeling angry and I feel like that sometimes too."

2. **Validate and label the emotions being felt;** use words to describe the feelings – 'Name It to Tame It' (Dan Siegel)

"I can see you're frowning and you're kicking the wall and you're expressing a lot of energy. I would be feeling like that too if I didn't want to do something."

"I noticed you looking around and struggling to sit still. I think you might be feeling nervous right now about your work. Have I got that right?"

"It's okay to have the feelings you are having; these are normal and natural."

3. **Set limits (if needed);** communicate that all emotions and feelings are acceptable, but some behaviours are not safe.

"I understand you're feeling really sad today, but one of our rights to remember is 'Be safe' - you have the right to be protected from being hurt or mistreated in body or mind, so calling your friend unkind names isn't an ok thing to do."

"I'm thinking you must be feeling really upset because I'm asking you to do things you don't want to do, but it's not okay to shout at me."

4. **Solve problems;** work with the child to consider what they could do when they feel strong emotions next time.

"I wonder whether it would be a good idea to go to the special beanbag next time you feel like this? Then I can come and help."

"What might help you calm down next time you feel like this?"

"I can help you to think of a different way to cope."

"Let's look to see what other people are doing to help them when they feel this way."



Appendix 4: Bullying and harassment

Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying – what to look for

Children often give signs that they may be being bullied. They may;

- Be frightened of walking to or from school
- Not want to come to school
- Feel sick in the mornings
- Start to do their work badly
- Become quiet and withdrawn
- Wet the bed
- Lose their appetite
- Ask for money (to pay the bully)
- Become aggressive and unreasonable

What staff should do if they suspect bullying:

- Ask other staff if they have noticed anything.
- Inform all staff so they can keep a look out on the playground.
- Ask the child concerned what is wrong.
- Often they are just looking for an opportunity to ‘open up’.
- Tell the head who may talk to the child.
- Voice your concerns to parents.
- Keep a written record of incidents using CPOMS.
- When facts have been gathered the headteacher will take action.

What children should do if they suspect someone is being bullied:

- Take a stand and don’t let it happen.
- Tell the bully to stop.
- Ask the child being bullied to join in their game.
- Not smile or laugh with the bully.