



Behaviour Policy

Rationale:

All children have the right to develop to their full potential, and be safe and happy both in and outside school.

Good behaviour and discipline are a vital part of school life as it sets the atmosphere of the school, providing a good learning and teaching environment.

We aim to promote good behaviour by developing the values of mutual respect, self discipline and social responsibility.

We encourage self-discipline and the ability to work within the rules set down for the common good of all children.

As a school we have developed a whole school code of conduct for promoting good behaviour.

(Please refer to other relevant documents e.g. safeguarding, online safety, anti-bullying, child protection, health and safety and exclusion policies.)

We aim to promote good behaviour through:

- A positive atmosphere based on a sense of community and shared values.
- The highest possible standards of behaviour and work among staff, parents and children.
- Clear guidance in the form of a whole school behaviour plan which includes rewards and sanctions, recognising good behaviour and with strategies for dealing with unacceptable behaviour.
- Creating opportunities for children to take on appropriate responsibilities.

At Grange we believe that positive behaviour in children stems from learning the following core skills and abilities:

- Independence and organisation
- Self- image and self esteem
- Motivation
- Reflection and self -control
- Attention
- Perserverance
- Fairness

- Cooperation with adults
- Collaboration with other children
- Sociability
- Empathy
- Honesty
- Respect for self and for others

We believe that all staff have a responsibility to actively help children develop these core skills and abilities through:

- Modelling skills and abilities with the highest possible standards of behaviour and work among staff, parents and children.
- Providing a positive atmosphere based on a sense of community and shared values.
- Setting appropriate boundaries for the children’s behaviour.
- Showing empathy and understanding of the children.
- Listening to the children.
- Showing responsibility and understanding with everyone in the school community.
- Providing feedback in an informative way to children.
- Using positive consequences to encourage the learning of appropriate behaviour.
- Using negative consequences to discourage the learning of inappropriate behaviour.
- Teaching skills and abilities through weekly assemblies.
- Teaching PHSE, personal goals (IPC) and thinking skills creating opportunities for children to take on appropriate responsibilities.

Rules and Routines:

These rules are agreed by the school community and form the basis of classroom, school, community and playground rules and routines.

Grange Golden Rules:

- We will be gentle and won’t hurt anyone.
- We will be kind and helpful and won’t hurt people’s feelings.
- We will be honest and won’t cover up the truth.
- We will work hard and won’t waste time.
- We will look after property and won’t waste or damage things.
- We will listen to people and won’t interrupt.

(As agreed by the School Council)

Grange Playground Rules:

- We always play fairly and safely.
- We listen and follow instructions.
- We are polite and respectful to all adults.
- We are kind to each other.
- When the first bell rings, we stop.
- When the second bell rings we walk nicely to our lines.

(As agreed by the School Council)

Roles and Responsibilities:

Staff responsibilities:

All staff sustain the school's behaviour policy and the behaviour plan by what they say and do. Everyone actively promotes positive behaviour by:

- Treating all children fairly and with respect.
- Helping all children to develop to their full potential.
- Providing a challenging, interesting and relevant curriculum.
- Creating a safe and pleasant environment both physically and emotionally.
- Using positive and negative consequences clearly and consistently, following the school's behaviour plan.
- Being a good role model.
- Forming positive relationships with children and their parents.
- Recognising and valuing the strengths of all children.
- Teaching PHSE (following the Jigsaw programme) and emotional skills and abilities that underpin this behaviour policy.

Parents' responsibilities:

- To make children aware of appropriate behaviour.
- To encourage independence and self-discipline.
- To show an interest in all that their children do at school.
- To support the school in implementing this behaviour policy.
- To be aware of school rules.

Children's responsibilities:

- To do their best.
- To contribute to their own learning.
- To treat others with respect.
- To treat their belongings and the environment with respect.
- To show consideration for others.
- To consider the effects of their actions on others.

Rewards and Sanctions:

Our rewards for good behaviour are:

- Praising good examples of behaviour as role models to others.
- Celebrating good behaviour as a focus in whole school assemblies.
- Sharing good news with parents/carers.
- Awarding house points in KS1 and KS2, the winning team awarded extra play on a weekly basis.
- Awarding house points in KS1 and KS2, with a reward for the house with most house points at the end of each term e.g. visit to the cinema, ice skating, a picnic in the park.

Sanctions (consequences):

Children tend to respond to sanctions which are fair and fit the misdemeanour. The sanction needs to be accompanied by an explanation. Where there is an accumulation of 'misdemeanour', the seriousness of this needs to be explained to the child concerned.

Purposeful activity, withdrawal of privileges and contact with parents are more effective sanctions than copying from text or writing lines.

Any significant behaviour incidents should be recorded in the class behaviour files. These files are monitored by the inclusion team and SLT.

In exceptional circumstances, where a child has seriously breached the school's behaviour policy, a fixed term exclusion or a permanent exclusion may be given as the sanction. An exclusion can involve the child working away from the classroom with a member of SLT or it can mean that the child is excluded from the school premises for a period of time. This could just be for specific times e.g. dinner times, depending on when the inappropriate behaviour happened. It is rare that the school resorts to exclusions as we work to avoid this happening through using a wide range of strategies to improve behaviour.

A child may be excluded internally or externally for:

- Physical or verbal assault against a pupil or a member of staff
- Serious damage to school property
- Theft
- Weapons in school
- Persistent disruptive behaviour
- Persistent bullying

Educational Visits:

Attendance on educational visits is a privilege and not an automatic right. The school reserves the right to withdraw any pupil from a visit if they are involved in any behaviour which we deem does not live up to our school code of conduct.

Pupils' behaviour outside school is subject to the schools behaviour policy, for example on educational visits, sports fixtures and any instances where a pupil is representing the school.

Parental Involvement:

Parents are informed about what behaviour we expect and accept around the school through the Parents booklet, induction meetings and admission meetings.

Communications with parents must include praising good behaviour as well as discussing unacceptable behaviour.

Reviewed by the inclusion team in November 2016

Presented to the Pupil and Standards Committee on _____

The policy will be reviewed in the Autumn Term 2017