



Behaviour Policy

ABSTRACT

Outlines the school's expectations regarding behaviour and the school's code of conduct

APPROVED	Chair / Headteacher
POLICY DATE	Autumn 2022
REVIEW	September 2024

WHOLE SCHOOL BEHAVIOUR POLICY: STAY ON GREEN

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 policy documents)

We aim to promote good behaviour through:

- A positive atmosphere based on a sense of community and shared values
- Ensuring that Grange's ethos and aims are embedded into school life
- Ensuring 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
- Perseverance
- Fairness
- Cooperation with adults
- Collaboration with other children
- Sociability
- Empathy
- Honesty
- Respect for self and for others

We believe that all staff has 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 and recognition
- Promoting Spiritual, Moral, Social and Cultural (SMSC) learning to ensure pupils are equipped with correct morals and values

Overview

The principle behind this system is:

- That all pupils have the opportunity to make positive choices about their behaviour and influence outcomes.
- That the teachers integrate a system within daily teaching in order to promote positive behaviour and effective behaviour management skills.
- Pupils who are regularly following the rules are recognised and rewarded.

The system allows for the following:

- A consistent approach that can be used by all staff.
- Whole class/school and individual reward system.
- Least intrusive approaches are used to manage behaviour
- Teaching of specific behaviours and routines.

The system works in the following way:

- All classes should have our school rules clearly displayed and feedback about behaviour should be linked to these.
- All classes have a display with the children's names on. All pupils start each morning and afternoon session with their name, on 'green' to enable each child to have a fresh start each day. In the Nurture provision, a fresh start is made after each session.
- If pupils make positive individual choices about their behaviour their name, moves onto the appropriate colour (bronze, silver, and gold).
- If pupils make negative individual choices their name moves onto the following colours (blue, yellow, and red).

- Children’s names may move up or down the system at any point during the day
- If a child comes off green and moves down the system, it is the class teacher’s responsibility to try to get them back to **green** before the end of the day.

Colours:

Negative Red	Negative Yellow	Negative Blue	Positive Green All pupils start on 'green' every morning	Positive Bronze	Positive Silver	Positive Gold
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Please refer to the laminated cards displayed in each class and around the school to link specific behaviours to colours as these may vary for each key stage.

Classes are encouraged to develop stimulating displays to promote the ‘Stay on Green’ policy and involve pupils and parents.

Rewards

It is extremely important that as part of the process of maintaining a positive environment within our school, children’s behaviour is acknowledged and rewarded. Positive reinforcement is extremely important because it allows us to reward and shape children’s behaviour rather than constantly remind them of their negative behaviour. Wherever possible we aim to have a positive interaction with a child rather than a negative. E.g. if a child is swinging on their chair, rather than asking them to stop swinging on their chair, we would praise another child who is sitting still on their chair – this is known as ‘proximity praise’.

We acknowledge that any reward system needs to be meaningful to the child. If they are not motivated by the reward, it will not be effective in shaping the child’s behaviour. We also acknowledge that any reward system is ineffective if the child does not link the outcome of the reward with the behaviour they have shown to achieve it. Therefore, we endeavour to try to help the child to make a connection as often as possible between their actions and the consequences, whether positive or negative. We have a varied range of Positive Reinforcement techniques that we regularly draw upon; these include:

- Individual Rewards: - Praise – we verbally praise children regularly when we catch them doing the right thing. We acknowledge that some children are more comfortable than others in receiving public praise are and we consider this in how we offer praise. It may at times be non-verbal e.g. a thumbs up or a smile. We also use proximity praise to shape the behaviour of a child who is not doing the right thing, whereby we praise a child who is making the right choice in the hope that other children not making the right choice will try to change their behaviour in order to receive the same praise.
- Stickers – these can be awarded for a variety of reasons, celebrating positive learning and behaviour. Positive visits to SLT members – if children have completed a particularly special piece of learning or behaved in a particularly positive way, a teacher may send their child to visit a member of SLT.

- Positive phone calls home – all staff can phone home if they feel that they would like parents to know about something a child has done particularly well that day.
- Verbal feedback/tone of voice – we are always aware of our tone of voice and the effect it has on children’s behaviour. We also ensure that we provide as much verbal feedback as possible to reinforce positive behaviour and good efforts or learning.
- When a child achieves ‘Gold’, the teacher will enter the child’s name in the ‘Golden’ book and the child will receive a ‘gold certificate/sticker’ in a special assembly every week. If this happens 3 times then the Headteacher/Deputy Headteacher will send a ‘Golden’ letter home to the pupil’s parents to congratulate the parents on their child’s achievement. All children who have achieved a ‘Golden Letter’ will be invited to the Headteacher’s Tea Party held in the summer term – a very special event!
- **When a child achieves bronze or silver, they will receive a certificate**, which is given to them by their teacher. It is expected that this will encourage the child to talk with their parents about how they achieved it.
- **If a child stays on green all term, they will receive an ‘I stayed on green all half term’ certificate.**

Whole Class Rewards:

- At the end of each day, the class teacher (or designated pupils if appropriate) keeps a tally of their class’s score on the class points list. Each pupil can earn the following points, depending where their name is at the end of the day: Green 1 point Bronze 2 points Silver 3 points Gold 5 points each class then has a weekly total of points, which are collected at the end of each week. The class with the most points at the end of each week will receive 20 minutes ‘Golden Time’ on Friday afternoon.
- Golden Time activities are chosen from the “Golden Menu”. Each class can create their own Golden Menu.
- Stay on Green/Team Points Assembly – a special assembly is held each week where children’s achievements are celebrated. Consequences As well as a range of rewards we also have a range of consequences, which help to shape the children’s behaviour.
- As with positive reinforcement, any negative consequences also need to be meaningful to the child (i.e. if a child dislikes going outdoors for playtime, keeping them in with you is not a negative consequence) and explicitly linked to their actions (i.e. the child understands exactly why they have received the consequence).
- We make every effort to ensure that consequences are applied calmly, firmly and consistently. Quiet, private reprimands are often more effective than public ones, although we recognise the need to ensure that the child in question does not find the individual attention rewarding rather than punitive.

Important features of consequences include:

- A focus upon the behaviour rather than the child, e.g. “that was an unkind thing to do” rather than “you are a very unkind girl”;
- A message about what the child should do in future;

- Consequences appropriate to the behaviour;
- Looking for the possibility of praise as soon as possible after the consequence, to encourage behaviour that is more positive. Before moving a child's name down the "stay on green" chart we use a range of techniques: -
- Planned ignoring. We recognise that any attention, whether positive or negative, is often a motivator for children. Therefore, wherever possible we give minimal attention to negative behaviour.
- Modelling - We demonstrate the desired behaviour, e.g. if a child is calling out on the carpet a TA may model sitting up straight and folding their arms.
- Cueing - We try to cue behaviour by giving a general reminder of the desired behaviour to the whole class without mentioning the name of the child who is not behaving appropriately, e.g., "I am just reminding everyone that we need to put up our hand if we would like to say something."
- Shaping - If a child is partially doing the right thing we can praise them for what they are doing right and ask them to also do something else, e.g. "Well done Courtney, I appreciate the way you are sitting quietly without fidgeting, now I would also like you to show me some eye contact."
- Proximity Praise - We praise a child who is doing the 'right thing' when they are sitting next to a child not following instructions, e.g. "Well done Jack for sitting so beautifully", then magically, Rebecca starts to sit beautifully too! If a child is "locked into" a negative behaviour and are clearly choosing not to follow instructions, again, before we even use the system we may use:
- Humour - This does of course depend on the relationship between the adult and child but can be very effective in diffusing situations.
- Negotiation - Again, depending on the situation and the relationship we often "make a deal" with the child, this can allow the child to "save face" and not feel that they are completely backing down.
- Transfer Adult - Again, this can allow the child to feel that they have not lost face or if they are feeling angry with one particular adult, a change of adult may diffuse the situation.
- Distraction - Sometimes it is possible to distract a child out of a negative behaviour pattern, e.g. if a child is tapping a pencil and has not responded to cueing, shaping, modelling etc. the child could be asked to do a small job. Of course, we all need to hold on to the assumption that children will behave positively and do the right thing. If we have tried a range of the above strategies, and the child is clearly choosing to behave inappropriately we must ensure that our expectation is absolutely explicit and clear. It is essential that the child understands what our expectation of them is. Therefore we need to then give them a clear instruction:
- Ask once nicely e.g. "Joe, I am finding it hard to concentrate while you are tapping your pencil. Could you stop please?" If this does not work:
- Ask once firmly e.g., "You need to stop tapping." If this does not work:

- Then ask the child to move their name onto BLUE of the 'Stag on Green' chart. This serves as a "Rule Reminder"
- In EYFS and KS1, the consequence for these pupils is the fact that their name has moved from the happy to the sad side. Teachers may choose to give the child a time out in class, to reflect on their behaviour.
- If children in KS1 receive a red behaviour, they will have a 20 minute reflection lunch with a senior member of staff (DHT/SENCo/AHT) or learning mentor
- In KS2 at this point the teacher has a number of options, they may choose from the following consequences:
- We may choose to not say anything but simply ensure the child has acknowledged that their name has moved. They need to know that there has been a consequence to their actions.
- Verbal Warning → Time Out in their own class (5mins max) *NB – Time Out should never be outside the class, in the corridor. At least one warning is always provided for pupils in between each stage. Before moving on to the next stage, from blue to yellow, a number of strategies, as explained above, should be employed prior to moving a name. Teachers should constantly help pupils make the right choices to move their name back to green and beyond.

The next stage on the system is YELLOW.

At this stage, in the Nursery, the child will be directed to sit on the "Thinking Chair" to reflect for 3-4 minutes with an adult to guide them.

In R and KS1, teachers may choose from the following consequences:

- Instant "Time Out" inside the class
- "Time Out" during break or lunchtime (15 mins max)

In KS2, the consequence for Yellow behaviour is to attend Reflection Time (previously known as Alternative Lunch). This will be time to reflect and discuss the inappropriate behaviour with a Learning Mentor/SENCo/DHT. The class teacher must always inform parents at the end of the day. (Please see Appendix A for further details). **Children should not be promised that they would be 'let off' yellow or red behaviour.**

The next stage on the system is RED. At this stage, the HT/DHT/SENCo must be informed and that SLT member will make a decision about the appropriate consequence; please ensure the 'Red' Behaviour Form is completed and handed to the member of SLT who will then arrange a Red Lunch. All incidents will be recorded on the appropriate form and a copy made for the behaviour file.

Consequences will include:

- Reflection Lunch with a member of SLT or Learning Mentor
- Parent Meeting
- And may include:
- In school Exclusion
- Fixed Term Exclusion (Headteacher's decision)

***NB – for a child to move to Red, the class teacher must make the final decision**

The following table offers examples of the sorts of behaviours, which warrant each consequence. Please note that teachers may use discretion and this list only offers examples:

Colours	Behaviours	Consequence
<p>Blue (Stage 1)</p>	<ul style="list-style-type: none"> • Calling out, making inappropriate noises and distracting others during learning time. • Talking inappropriately in class. • Not listening • Not working with a growth mind-set to the best of your ability • Getting out of your seat during focused, independent learning tasks • Rocking on chairs. • Running, pushing or overtaking in class and the corridor • Arguing with others or being non-cooperative. • Having a negative attitude. • Being consistently in the thinking zone. 	<p>EYFS and KS1 – the consequence for these pupils is the fact that their name has moved.</p> <p>In KS2 teachers may use any of the following:</p> <ul style="list-style-type: none"> • Non-verbal signal • Verbal Warning • Time Out in class (5mins max) • Time out in buddy class (15 mins max) <p>During Time Out, the pupil completes a reflection sheet, which is discussed in his or her own time.</p> <p>Teacher keeps the Reflection Sheet in the Class File</p>
<p>Yellow (Stage 2)</p>	<ul style="list-style-type: none"> • Repeatedly not following instructions • Taking or damaging other children’s property • Name calling or insulting other people’s family members. • Tormenting other children • Throwing things (books, scissors etc.) • Being disrespectful to adults (Rudeness). • Refusal to work • Serious incidents on the playground • Being dishonest. • Preventing themselves or other children from learning by their negative actions. • This is not an exhaustive list 	<p>EYFS and KS1 may choose from the following consequences:</p> <ul style="list-style-type: none"> • Instant “Time Out” inside the class • Reflection Time (in another class) <p>In KS2, pupils will attend a Reflection Time (Alternative Lunch) and class teachers must inform parents.</p> <p>Pupils will attend a Reflection Time (see appendix A for further details of alternative lunchtime) where they will complete a reflection sheet and discuss their behaviour with a Learning Mentor/SENCo or DHT.</p> <p>Please note, only one Reflection Time (Internal Lunchtime) should ever be given at a time, even if the child has displayed yellow behaviour on more than one occasion throughout the two half day sessions.</p> <p>*NB pupils who frequently reach yellow will be monitored by the SENCo and SLT and appropriate intervention will be planned</p>

Red (stage 3)	<ul style="list-style-type: none"> • Walking out of class/away from adults without permission. • Racism. • Intimidating/threatening/aggressive behaviour or language • Bullying. • Fighting. • Swearing or offensive language • Racist language. • Running out of school. • Stealing. • Continuation of yellow behaviours • Deliberately hurting others. • Using ICT/technology inappropriately. • Flagrant disregard for the health and safety of others and myself. • Any other serious incident. • This is not an exhaustive list 	<p>Class Teacher must inform SLT Parents to be informed by Class Teacher/SENCo/SLT. Red Lunch with member of SLT. If appropriate, the pupil may be immediately removed from their class / playground and if a member of SLT deems it appropriate, they could be “internally excluded”. (see Appendix C for further details of internal exclusions) Blue Letter to be completed and signed by HT/DHT/SENCO</p> <p>Senior Leadership Team involvement:</p> <p>On the second occasion a child displays red behaviour, a member of SLT will meet with parents and plan appropriate monitoring or intervention. The school may decide that Nurture Provision would be suitable for a short time to support the child.</p> <p>If a serious incident occurs, pupils will be “internally excluded” (see Appendix C for further explanation) for a specified period or may be excluded from school by the Headteacher, in line with the Borough’s ‘Exclusion Guidelines’. Stages may be jumped, depending upon behaviours exhibited.</p>
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Please note:

Between each stage, children are given time for reflection and opportunity to change their behaviour. A range of positive behaviour management strategies, including warnings or reminders must be given before a consequence. Children must be given the opportunity to move from the negative consequence stage to the positive – back to green and above.

SEND / Inclusion All staff should be mindful of pupils who have been identified as having Special Educational Needs and Disabilities (SEND) when using this behaviour management policy. SEND may include Speech, Language and Communication Needs (SLCN), Social, Emotional and Mental Health Needs (SEMH), Learning Difficulties, Physical Impairments or Medical Needs.

Consequences such as Reflection Time (Alternative Lunch) are not aimed for pupils with SEND although may occasionally be deemed appropriate. (See SENCo)

Blue Letter: A blue letter will be issued to any pupil who receives a red behaviour, which includes, bullying, and peer on peer abuse, racist and homophobic language. The steps must be completed by an adult and handed to a member of SLT/Learning Mentor/Behaviour Lead. This letter will also be issued for any behaviour that is deemed so serious that the steps do not have to be followed. E.g. serious assault on a pupil or adult.

The form must be copied onto blue paper and include all the steps taken by an adult that resulted in the blue letter being issued. In the case of a serious incident, see above.

Bullying Definition:

Bullying is the willful, conscious, desire to hurt, or threaten or frighten someone else. All bullying is aggression, either verbal or psychological, although all aggression is not necessarily bullying.

The primary strategy SEAL (social and emotional aspects of learning) materials indicate that there are three key characteristics of bullying:

1. Bullying is ongoing. It is not the same as a conflict between two individuals or a random unprovoked aggressive act.
2. Bullying is deliberate and often premeditated.
3. Bullying is unequal: it involves a power imbalance (this can result from size, number, and higher status or because of having access to limited resources).

Aims and objectives:

- Bullying is wrong and damages children. Therefore, we must do all we can to prevent it, by developing a whole school ethos in which bullying is regarded as unacceptable.
- It is our aim to provide a safe and secure environment where all can learn without fear or anxiety.
- We aim to produce a consistent school response to any bullying incidents that may occur, whether they occur within school, or involving our pupils outside of school.
- We aim to make all those connected with the school aware of our opposition to bullying, and each person's responsibilities with regard to the eradication of bullying in our school.
- All incidents of bullying **MUST** be recorded in writing on a "**Bullying Incident Form**" and emailed or handed to the SENCo or member of SLT.

The role of governors:

The governing body supports the Head teacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

A report will be made available to the governing body so that they are aware and can monitor any incidents of bullying that occur. The governors require the Headteacher to keep accurate records of all incidents of bullying and to report to the governors termly about the effectiveness of school anti-bullying strategies.

The governing body will respond within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body must notify the Head teacher and ask them to conduct an investigation into the case and to report to a representative of the governing body.

The role of the Headteacher:

It is the responsibility of the Headteacher to implement the school anti-bullying strategy and to

ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The Head teacher will provide a report to the governing body about the effectiveness of the anti-bullying policy and incidents termly.

The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Head teacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Head teacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil receives a consequence.

The Headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying. The Headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The role of the teacher in every class

The child's teacher may request a Learning Mentor support a child that alleges bullying. Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep records of all incidents that happen in their class and that they are aware of in the school and report them to their SENCo/SLT or Headteacher.

If teachers witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period, then, after consultation with the Headteacher, the teacher informs the child's parents.

If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and agree consequences for the child who has carried out the bullying.

We spend time talking to the child who has bullied:

- We explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future.
- If a child is repeatedly involved in bullying other children, we inform the Headteacher. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the Headteacher may contact external support agencies such as social services. Pupils and staff receiving training, advice and support through planned workshops delivered by external agencies.

Racism, Sexism, Homophobia and other diversity incidents

What is a racist incident?

- A racist incident is 'any incident that is perceived to be racist by the victim or any other'. Such an incident occurs when language or behaviour is discriminatory, prejudicial or generating hatred against someone because of their ethnicity or skin colour. It may also include reference to religion or belief.

What is a phobic incident?

- A homophobic or transphobic incident occurs when language or behaviour is discriminatory, prejudicial or generating hatred against someone because of his or her sexual orientation.
- The school have adopted Stonewall's 'Challenging Homophobic Language Guide.'

What about other incidents? Incidents that target people because of their disability, their gender, their age or their religion or belief in a way that is discriminatory or prejudicial are also unacceptable and should be reported.

Racist, sexist, homophobic or other discriminatory comments are not tolerated and should be reported to a member of SLT immediately. All incidents should be logged in writing on a "Racist Incident Form" or "Red Behaviour Incident Form". (These are kept in the staff shared area). The incident will be fully investigated and recorded – and where appropriate reported to the Local Authority. Governors are also kept informed of such incidents. Guidance will be given to show the pupil why these remarks are so damaging and unacceptable.

Child-on-child abuse

- **All** staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both **inside and outside of school and online.**

Staff should:

- Listen to the child and reassure them that they have done the right thing in telling you
- Write down what they say in their own words
- Do not promise confidentiality – tell the child that you will have to let the DSLs know
- Tell the child what will happen next
- Pass on the report, dated, factual and signed to the DSLs or log directly onto SAFEGUARD
- It is essential that **all** staff understand the importance of challenging inappropriate behaviours between children. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Senior Leaders will

- Authorise an investigation
- Remember that the alleged perpetrator may also be a victim

- Treat all parties respectfully and sensitively
- Take advice where necessary and take action to address the problem

Staff should:

- Address the inappropriate behaviour by challenging what they have heard
- Record what they heard on SAFEGUARD or a concerns form
- Speak to the DSLs
- **Child-on-child abuse is considered red behaviour, and a blue letter will be sent home informing parents of what has happened. In most cases, parents/carers will be invited in for a meeting.**
- Where the matter is deemed very serious, the Headteacher may recommend a suspension

Confiscation and Search

Staff will not search any child without their parent being present. If a teacher sees or suspects that a pupil has something on their person or in their bag that should not be in school because it is against school policy, poses a danger to them or others, they should:

- Ask child to voluntarily hand over the item
- **If this is done, the child will receive a yellow behaviour if a mobile phone, which will be confiscated, the parent will be called and told to collect the phone.**
- If a child does not voluntarily hand over the item, they will be walked to the DSLs office, where their parent/carer will be called so that the search and confiscation can take place.
- **Any item that could pose serious harm to the child or another pupil will be recorded as a red behaviour and a blue letter will go home to the parents**
- The Headteacher may recommend a suspension

Reflection Time Protocol (Previously Alternative Lunch)

- Reflection Time is for any pupil who has displayed **YELLOW** behaviour from the afternoon session of the previous day until lunchtime that day.
- Reflection Time is not intended for pupils with SEND unless the SENCo feels it is appropriate for them to attend.
- Only one lunchtime should be given for Reflection Time at any time; children should not be told that they are attending two/three lunchtimes.
- Reflection Time will take place in the conservatory
- **Reflection time for KS1 should be no more than 20 minutes**
- A Learning Mentor/SENCo/DHT will staff reflection Lunch.
- Class Teachers should escort any pupils attending to the room where the person on duty will meet them.
- Class Teachers should ensure a **“Reflection Time Form”** has been completed and handed to the person on duty.
- A register will be taken and those children attending will be monitored. In the event of any child repeatedly attending, the SENCo must be informed.
- Pupils will eat their lunch in the room with the **Learning Mentor/SENCo/DHT**.
- They will then complete a reflection sheet and discuss their actions and what they need to change should they find themselves in a similar situation again. See Appendix
- The member of staff on duty will spend time with the pupil reflecting upon their behaviour.
- If deemed appropriate, the pupil may also complete some basic skills work.
- Pupils will line up with their class in the playground ready to re-join lessons after lunch.
- Every pupil starts the afternoon session afresh and is back on green.
- It is the Class Teachers' responsibility to inform parents / carers that their child attended reflection.

Other policies that have direct links to the behaviour policy:

- SMSC policy
- Safeguarding policy
- E-safety policies
- Behaviour policy
- Curriculum policies
- Public Equality Duty A
- Anti-bullying policy

Yellow Behaviour – Reflection Time

Name of Pupil: _____ Class: _____ Date: _____

Location of incident: _____ Time: _____

Reason for Yellow: (Please circle)

- Repeatedly not following instructions
- Taking or damaging other people's property
- Name- calling or insulting other people's family members.
- Tormenting other children
- Throwing missiles (books, scissors, etc.)
- Being disrespectful to adults (Rudeness).
- Refusal to work
- Serious incidents on the playground
- Being dishonest.
- Preventing yourself or other children from learning by negative actions.
- Being consistently in the **thinking zone**.
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Further comments:

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Name and Signed: _____ (Class teacher)

Please ensure this form is completed and handed to the **Learning Mentor/SENCo/DHT** in the reflection room when you escort your child.

Internal Exclusion Protocol

- If a pupil displays **RED** behaviour, the class teacher should involve a member of SLT who may decide the pupil needs to be “internally excluded”.
- During an internal exclusion, the pupil must work outside of their class – either in the Reflection Room, with the **Learning Mentor/SENCo/DHT** or in their friend class, whenever possible, for an agreed fixed period, usually no more than a day.
- The child will complete a prepared work pack at their appropriate level set by their class teacher. They will work independently and should be given minimal attention.
- For an Internal Exclusion to be completed successfully the child must sit calmly and quietly in their seat and complete their learning independently. If the child does require support, they need to stay in their seat and politely ask for help.
- Ideally, the child will have shown that they are following the school code of conduct and have turned their behaviour around. Once they have completed their work pack they should then have a short discussion with the **LM/SENCo/DHT** about which rule they broke and consider whether any further action needs to take place prior to returning to class (e.g. mediation with another child, genuine apology to member of staff).
- If the child is showing, either they are ready to return to class, the Learning Mentor, or a member of SLT will escort them back to their classroom. If any further action needs to take place this should do so, with agreement from the class teacher, then all adults need to welcome the child back to class and give them a fresh start.
- Internal Exclusions must be recorded as **Red Behaviour** on the appropriate form, a copy kept in the CT file and the original given to the SENCo.
- Parents must be informed of any Internal Exclusion.

Red Behaviour Form

Name of Pupil: _____ Class: _____ Date: _____

Reason for Red: (please circle)

- Walking out of class/away from adults without permission.
- Racism.
- Intimidating/threatening/aggressive behaviour or language
- Bullying including online
- Fighting.
- Swearing or offensive language
- Racist/homophobic language.
- Running out of school.
- Stealing.
- Physical and/or verbal abuse/insults directed at a member of staff/adult
- Continuation of yellow behaviours
- Deliberately hurting others.
- Using ICT/technology inappropriately.
- Flagrant disregard for the health and safety of others and myself.
- Any other serious incident.

Further comments:

Name and Signed: _____ (Class teacher/SLT)

To be completed by SLT member Consequence of behaviour: (please circle)

- Red Lunch with SLT
- SLT met with parent
- Internal Exclusion
- Fixed term Exclusion

Further comments:

Name and Signed: _____ (SLT member) Date:

Please ensure this form is completed and handed to a member of SLT



BLUE LETTER

To the parent/carer of: _____ Class: _____ Date: _____

Dear Parent / Carer,

We are very concerned about how _____ behaved in school today and we think that you should know what happened.

Details:

Warning	
Time out for 5 minutes in class	
Time out for 15 minutes in another class within the same year group	
Blue Letter	

Please talk with _____ about the incident and the importance of following our school rules. We need to make sure that everyone can work without interruption, and that staff and children alike are treated with respect.

So that we can be sure that, you have received this letter, would you please sign it and send it back to school tomorrow.

Yours sincerely,

HT/DHT/AHT

Please sign this slip to show that you have seen this letter and return it to your child's teacher.

Please print your name	
Signature	
Date	

Appendix E

Guidelines for Preventing Bullying

The nature of bullying means that it often takes place "secretly" in places where supervision is not constant e.g. toilets, cloakroom areas, less visible areas in the playground or out of earshot of teachers and other adults. This means that everyone needs to be vigilant:

- Check toilets as you go by.
- Listen to the children.
- Observe the children's behaviour and friendship patterns.
- Never ignore aggressive behaviour - to ignore it is to condone it! The sort of atmosphere that we want in our school is characterised by kindness, friendliness, and tolerance. There should be respect for others and every child should feel safe and secure.

What should the child do?

1. Tell a teacher, they will report it and every incident will be investigated.
2. Be assertive - try to stick up for yourself.
3. Do not keep it a secret and you should not be ashamed.
4. Do not think that only violence is bullying - hurtful whispering or ostracising is very upsetting and can make children miserable.

To prevent bullying, everyone must:

- Remind the children of the rules for acceptable behaviour. Our school rules are drawn up by the children and teachers and are displayed around the classrooms and school.
- Tell the children that bullying (verbal or physical) is not tolerated in this school. Everyone is expected to ensure that it does not happen and has the responsibility to tell - it is not telling tales.
- Encourage the children to discuss bullying in class, what it is, what can be done etc.
- If necessary, break up the group dynamics by assigning places in the classroom. Most bullying groups have a leader with other children being frightened of not bullying. Turn peer pressure against bullying and break up groups.
- Teach children to be assertive. Differences should be acceptable and never a cause for bullying.
- Deal with bullying and intimidation immediately. Sorting it out is the responsibility of adults.
- Report all incidents or suspected incidents of bullying to the **Head teacher, Deputy Headteacher or SENCo**

Online bullying

Bullying can be done through communication technology (cyber bullying) e.g. text messaging, email, or postings on websites.

If a bullying incident directed at a child occurs using email or mobile phone technology either inside or outside of school time:

1. Advise the child not to respond to the message.

2. Refer to relevant policies including e-safety/acceptable use, anti-bullying and PHSE and apply appropriate sanctions.
3. Secure and preserve any evidence.
4. Inform the sender's e-mail service provider
5. Notify parents of the children involved.
6. Consider delivering a parent workshop for the school community.
7. Consider informing the police depending on the severity or repetitious nature of offence.
8. Inform the LA e-safety officer. If malicious or threatening comments are posted about a pupil or member of staff.

Children should be confident in a no-blame culture when it comes to reporting inappropriate incidents involving the internet or mobile technology: they must be able to do this without fear.

IMPORTANT

If bullying is happening, find out the facts by talking to the perpetrators and victims individually. If the bullying is about particular, issue (e.g. death, divorce, disfigurement), consider delivering an education programme or training about the problem, but not focused on a child. Call in parents, ask for their suggestions and solicit their support. Remember, alleged perpetrators can be victims too.

If you come across bullying, what can you do?

- Remain calm; you are in charge. Reacting emotionally may add to the perpetrator's fun and give them control over the situation.
- Take the incident or report seriously.
- Act as quickly as possible.
- Think hard about whether your action needs to be private or public, who are the children involved.
- Reassure the victim(s); do not make them feel inadequate or foolish.
- Offer concrete help, advice, and support to the victim(s).
- Set consequences if you must but be incredibly careful how you do this. Reacting aggressively or punitively gives the message that it is all right to bully if you have the power.
- Clearly explain the punishment and why it is being given.

Involve others:

- Inform the **Head teacher/Deputy Headteacher/SENCo**
- Inform colleagues if the incident arose out of a situation where everyone should be vigilant e.g. toilets.
- Inform/ask your Head teacher/Deputy Headteacher/SENCo/Learning Mentor to speak to both sets of parents calmly, clearly, and concisely; reassure both sets of parents that the incident will not linger on or be held against anyone.

Final steps:

- Make sure that the incident does not live on through reminders from you.
- Try to think ahead to prevent a reoccurrence of the event if you uncover the trigger factor.

If you must deal with bullying, what should you avoid?

- Being over-protective and refuse to allow the victim to help his/herself.
- Assuming that the perpetrator is bad through and through - try to look objectively at the behaviour.
- Keeping the whole incident secret because you have dealt with it.
- Trying to hide the incident from the parents of the victim or perpetrator.
- Calling in parents without having a constructive plan to offer either side.

Breaking up Bully 'Gangs'

- Meet with the victim(s) separately - have them write down what happened or write their statement and read it back to them for accuracy.

Meet with each member of the gang separately - have him or her write down what happened or write their version for them and read it back to them.

- Agree with each member of the gang separately what you expect and discuss how he/she has broken the school guidelines.
- Meet with the gang as a group and have each state what happened in your individual meeting; ensure that everyone is clear about what happened.
- Prepare them to face their peer group - "What are you going to say when you leave here?"
- Whatever is decided, reiterate to all children that they are responsible if anyone is bullied - there are no innocent bystanders.
- Talk to parents of all involved - show them the written statements.
- Keep a file on bullying with all statements and penalties.
- Do not accept false excuses: if the bullying was an accident, did the children act by helping the victim or getting help or giving sympathy? If it was just a laugh, was everyone laughing? Was it a game? Etc.
- Learning mentor will provide group and individual support to all parties identified as needing it.

Appendix F
Grange Primary School

Report a Racist Incident	
Name of victim:	Date:
Name of perpetrator(s):	Reported by:
Details of the incident(s): include length of time the offending actions (including online) have been taking place details of specific incidents and any action taken so far)	
Signed (Name)	Role:
Action Taken (please tick) <ul style="list-style-type: none"> • Clear support for victim at the time of the incident • Clear challenge and/or reprimand for offender at the time of the incident • All staff who work with victim or offender informed • Perpetrator(s)r followed up, e.g. discussion, counselling • Restorative justice or peer mediation approaches used • Other victims supported, e.g. witnesses, discussion, counselling • Sanctions imposed on offender • Whole class/group follow up • Other action (please specify) 	
Other Parties Informed (please tick) <ul style="list-style-type: none"> • Victim's parent / carer • Perpetrator's parent / carer • Social Care • Police 	
Has the incident been resolved to the satisfaction of all parties?	
Is there a need for further review?	
Are there any wider implications? (e.g. Need for preventative work/training)	
Name and signed:	Role:

Appendix G

Grange Primary School

Report a Bullying Incident	
Name of victim:	Date:
Name of perpetrator(s):	Reported by:
Details of the incident(s): include length of time the offending actions (including online) have been taking place details of specific incidents and any action taken so far)	
Signed (Name)	Role:
Action Taken (please tick) <ul style="list-style-type: none">• Clear support for victim at the time of the incident• Clear challenge and/or reprimand for offender at the time of the incident• All staff who work with victim or offender informed• Perpetrator(s)r followed up, e.g. discussion, counselling• Restorative justice or peer mediation approaches used• Other victims supported, e.g. witnesses, discussion, counselling• Sanctions imposed on offender• Whole class/group follow up• Other action (please specify)	
Other Parties Informed (please tick) <ul style="list-style-type: none">• Victim's parent / carer• Perpetrator's parent / carer• Social Care• Police	
Has the incident been resolved to the satisfaction of all parties?	
Is there a need for further review? (consider restorative justice)	
Are there any wider implications? (e.g. Need for preventative work/training)	
Name and signed:	Role:

Appendix H

Grange Primary School

Report a Homophobic Language Incident	
Name of victim:	Date:
Name of perpetrator(s):	Reported by:
Details of the incident(s): include what was said, written or recorded online, who heard it, etc.	
Signed (Name)	Role:
Action Taken (please tick) <ul style="list-style-type: none">• Clear support for victim at the time of the incident• Clear challenge and/or reprimand for offender at the time of the incident• All staff who work with victim or offender informed• Perpetrator(s)r followed up, e.g. discussion, counselling• Restorative justice or peer mediation approaches used• Other victims supported, e.g. witnesses, discussion, counselling• Sanctions imposed on offender in line with school policy• Whole class/group follow up• Other action (please specify)	
Other Parties Informed (please tick) <ul style="list-style-type: none">• Victim's parent / carer• Perpetrator's parent / carer• Social Care• Police	
Has the incident been resolved to the satisfaction of all parties?	
Is there a need for further review?	
Are there any wider implications? (e.g. Need for preventative work/training)	
Name and signed:	Role:

Appendix I

Grange Primary School

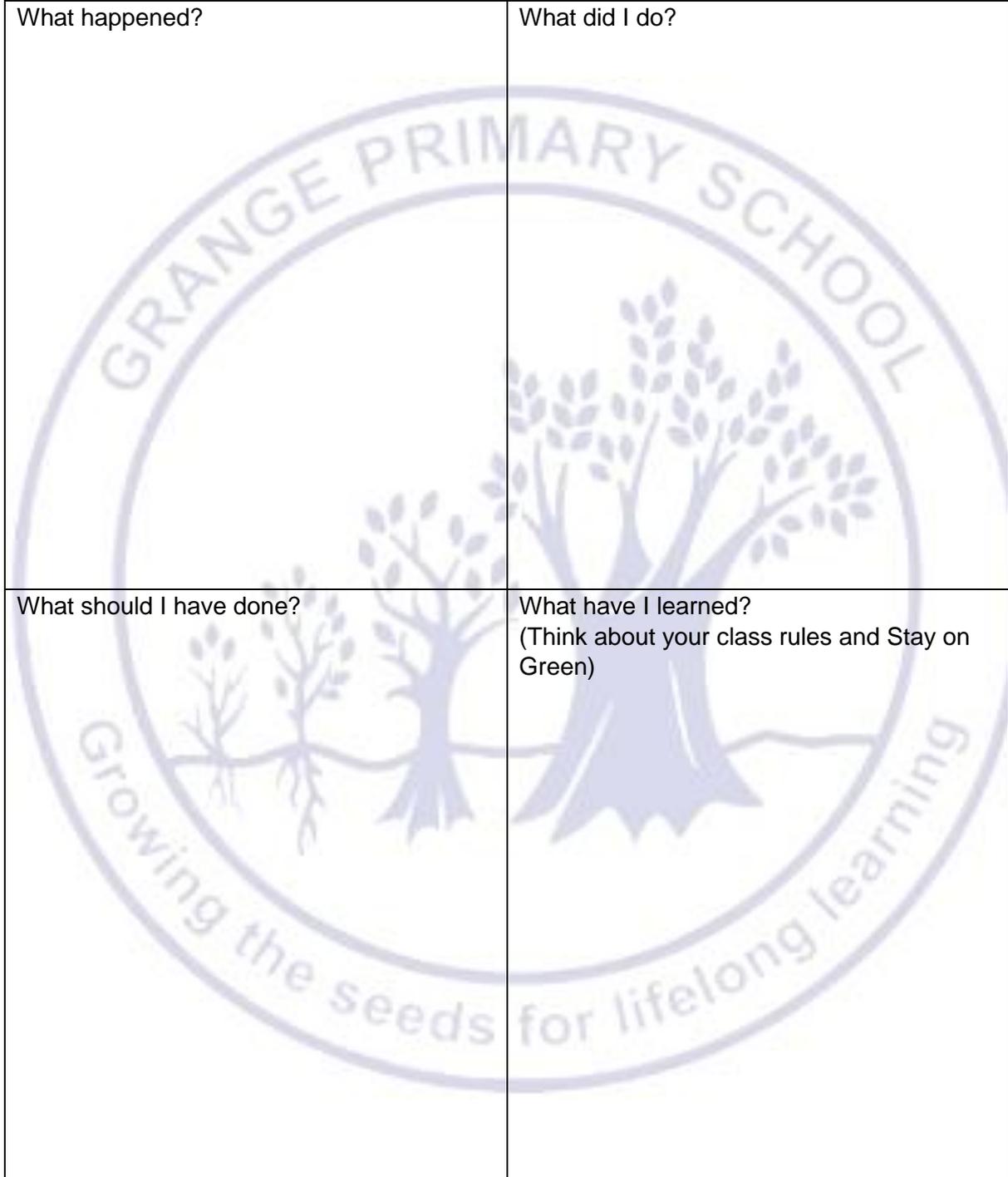
Report a Child on Child Abuse Incident	
Name of victim:	Date:
Name of perpetrator(s):	Reported by:
Details of the incident(s): include length of time the offending actions (including online) have been taking place details of specific incidents and any action taken so far	
Signed (Name)	Role:
Action Taken (please tick) <ul style="list-style-type: none">• Clear support for victim at the time of the incident• Clear challenge and/or reprimand for offender at the time of the incident• All staff who work with victim or offender informed• Perpetrator(s)r followed up, e.g. discussion, counselling• Restorative justice or peer mediation approaches used• Other victims supported, e.g. witnesses, discussion, counselling• Sanctions imposed on offender• Whole class/group follow up• Other action (please specify)	
Other Parties Informed (please tick) <ul style="list-style-type: none">• Victim's parent / carer• Perpetrator's parent / carer• Social Care• Police	
Has the incident been resolved to the satisfaction of all parties?	
Is there a need for further review?	
Are there any wider implications? (e.g. Need for preventative work/training)	
Name and signed:	Role:

Appendix J

Reflection Sheet

Children should complete this using their own words

<p>What happened?</p>	<p>What did I do?</p>
<p>What should I have done?</p>	<p>What have I learned? (Think about your class rules and Stay on Green)</p>



Name of child _____

Signed _____ (HT/DHT/SENCo/LM)

Stay on Green – Visual Guide

