



# Grouville School Behaviour Policy 2020

Article 3: The best interests of the child must be a top priority in all decisions and actions that affect children.  
Article 13: Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law. Article 19: Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.  
Article 28 (right to education) Every child has the right to an education.



## Policy Aims

- To outline our consistent and proactive approach to behaviour management throughout the school.
- To outline the school procedures and graded responses for effective behaviour management.
- To clarify the roles and responsibilities of staff, children and parents at Grouville School.

## Overview

At Grouville School we promote a high standard of behaviour and our values are built on a mutual trust and respect for all. Children at Grouville have the right to feel safe at school (Article 19); to express their opinions (Article 13) and be listened to; to receive an education (Article 28) and to be treated with dignity, respect and care (Article 3). It is these values that underpin our behaviour management policy and ensure that behaviour is managed effectively, positively and consistently in order for all of our children to be successful learners.

Our approach to behaviour management and graded responses have been crafted by all staff working within our school and is based on Bill Rogers's Effective Behaviour Management principles, Paul Dix's research into the role of the adult on children's behaviour and the Education Endowment Foundation 'Improving Behaviour in Schools' recommendations.

We have 3 clear school rules which have been embedded into all areas of school life and are regularly referred to by everyone within our school community to promote and encourage positive behaviour and to ensure children's self-reflection of their own behaviour choices. These 3 rules form the foundation of our school behaviour management approach and create a shared language that is used and understood by all.

- We are Respectful
- We are Responsible
- We are Safe

The key to effective behaviour management is consistency and all staff are responsible and accountable for proactively managing children's behaviour across the school following this policy. Expectations and procedures are outlined clearly below, however, we recognise that some behaviour incidences are unique and therefore this list shouldn't be seen as anything other than the basic expectation.

## All staff will:

- create and encourage a positive environment which reflects the strong, positive relationships between staff, children and all members of our community.
- promote and ensure high expectations are embedded at every opportunity - even with regards to low level behaviours.

- use clear, respectful and directional language and respect children's need for space or time to process and act on instructions (tactical pausing/take up time).
- follow the graded responses outlined in the behaviour flowcharts (Appendix 1 & 2) consistently, requesting additional support when needed.
- take/make time to listen to children and take their points seriously - no matter how small. Staff should communicate their next steps to ensure the child knows what will happen next.
- ensure proactive strategies are embedded into everyday practice (directional pausing, directed choices, tactical agreeing, distraction, using 'thank you' instead of please).
- report behaviour concerns to class teacher. Teachers will be expected to check-in and debrief any action taken with staff who reported the concern initially.
- log behaviour with teachers verbally, or on SIMS - should staff have login access.

**Teachers will** (in addition to general staff expectations):

- create an age-appropriate 'Class Charter' alongside the children in their class based upon our 3 school rules and the UNCRC which is regularly referred to and is used as the foundation for behavioural discussions and debriefs which happen in class.
- prioritise time for behavioural debriefs - same day or deferred (age appropriate) to ensure that children have: time to discuss the incident, the right of reply and an opportunity to learn from their behaviour choices. Teachers ensure that children are actively involved in the process of deciding how to resolve situations alongside the policy.
- deliver meaningful consequences that builds behavioural awareness. Consequences must be linked to the behaviours in question, reasonable in terms of degrees of seriousness, all whilst ensuring respect is kept intact and that reparation and resolution is established.
- record incidents on SIMS and contact parents/carers when necessary, to ensure tracking of incidents and quality communication between home and school about children's behaviour or incidents they have been involved with.
- support supply teachers working within parallel classes - parallel teachers will take responsibility to debrief and help to resolve the situation when supply is in charge, and they will contact parents, seeking guidance from Phase Leaders when necessary.
- request SLT support when behaviour has escalated into a serious concern - see flowchart. All staff are expected to use the proactive strategies at the onset of potential issues to mitigate behaviour escalation wherever possible - look for triggers and signs of escalation.
- liaise with SLT to report significant behaviour concerns including any incidents of bullying behaviours or child protection matters. *Refer to Counter-bullying Policy and Child Protection Policy.*
- Use Positive Handling training strategies and ensure space whilst involved in a serious behaviour incident. Reduce the risk of harm by involving other key members of staff to assist where necessary.
- create behaviour/consistency plans alongside SENDCO for children with greater behavioural needs possibly involved with external support agencies. High expectations for behaviour must remain for all children to follow our 3 school rules - including those with SEN, but a more personalised and supportive approach may be necessary to achieve this. Teachers are responsible for sharing these plans with relevant staff and supply cover to ensure a consistent understanding in expectations, responses and support.

### **Senior Leaders & Headship will (in addition to Teacher expectations):**

- respond to staff requests for assistance when necessary.
- to reflect with staff on incidences after they have occurred - particularly when support has been requested with the aim of debriefing behaviour incidents and staff involvement, building staff's ability to manage similar situations more independently.
- support staff communicating with parents when children are involved in serious behaviour incidences.
- make decisions regarding internal and external exclusion when necessary to ensure the safety of children and those around them. External/Departmental advice may be sought to assist with these decisions should further guidance be needed.
- meet weekly to discuss and monitor the well-being and the behaviour of the children. Key information is shared with all staff to ensure consistent communication, and to highlight the best way to support children in need.

### **Children will:**

- contribute and agree to their class charter with their teacher.
- follow the 3 school rules and class charters throughout all aspects of school life.
- contribute towards creating a positive learning environment - ensuring they are learning to the best of their ability and that others are able to do the same.
- report behaviour that is not acceptable or doesn't 'feel right' to a trusted member of staff.
- be honest and know that staff will help to support them and restore relationships even if they have acted against the school rules.
- be accountable for their actions and words and know that consequences may involve behavioural debriefs in their own time, possible contact with parents and in cases of serious behaviour incidents, possible withdrawal from activities or internal/external exclusion from school.
- take time to reflect on their own behaviour to help to resolve situations and prevent them from happening again.
- ensure our school property and own personal property and that of others is treated with respect and care.

### **Parents & Carers**

We work closely with parents so that we can ensure consistent communication about behaviour at home and at school. We try to build a supportive dialogue and we inform parents if we have concerns about their child's welfare or behaviour. We provide a Behaviour Tips for Parents overview to help assist parents when setting expectations for home (Appendix 3)

### **Parents & Carers will:**

- work in partnership with the school and communicate any concerns with class teachers who are there to support in the first instance. If further support is needed, parallel year group teachers, SLT or Headship can be contacted to advise further.
- understand that names of other children involved in incidents will not be shared by staff due to data protection.
- understand that the significant majority of behavioural incidents that occur within school will be resolved and within school.

- avoid escalating any behavioural issues through private communication or social media as this prevents the school from being able to fully support and resolve situations - see Social Media Policy.

### **Behaviour Choices - Rewards**

We place a strong emphasis on the positive reinforcement of positive behaviour. Children's confidence and self-esteem are developed through encouragement, recognition and acknowledgement using the shared language of our 3 school rules. We celebrate all achievements, from inside and out of school to foster a sense of pride in our school community, at times, awarding community, life-long learning and responsibility beads and successful learner certificates. Individual reward systems are also established within classes to celebrate positive behaviours in an age-appropriate way from KS1 onwards.

Year 6 children may be awarded a 'Citizenship Badge' to reward consistent effort, attitude and contribution to school life. Year 6 Citizens are expected to set a positive example to others. It is hoped that all Year 6 children will achieve 'Citizen status' within their Year 6 experience. Citizen status may be withdrawn by the class teacher/SLT for a breach of the behaviour/learning policy.

### **Behaviour Choices - Consequences**

Effective behaviour management depends on high expectations and consistent communication from all stakeholders across the school. When a child is involved in an incident, or their behaviour choices do not meet our expectations then that child will be held accountable and a consequence may follow as a result of such choices.

We do not enforce a 'one-size fits all' list of consequences as all situations are different. However, we strive to deliver effective consequences which aim to link the disruptive - or wrong behaviour choice - to an outcome which will enable the child to understand where their choices went wrong and why.

Consequences often follow behaviour debrief sessions with the child at an appropriate time (time taken to talk about behaviour incidents). This is a time to clarify and to enable the child to reflect and take ownership of their behaviour. A typical behaviour debrief includes the following questions:

- From your perspective - what happened?
- What rule or right was affected by your choice?
- How did it make you feel?
- How do you think it made others feel?
- Were anyone else's rights affected as a result?
- What can you do to fix things?
- How can I help?
- How do we now resolve this?

Consequences may follow these discussions, and at times, these are decided upon by the child and the member of staff together. With regards to more serious incidents, decisions about relevant consequences will be supported by members of the SLT or Headship team.

**Low level behaviour consequences (examples):** *Linked to the initial choice of behaviour.*

- Supervised time out/cool off time.
- To restore relationships/equipment/resources that may have been affected/damaged.
- Loss of playtime or access to the lunch hall.
- Completing/repeating work during child's own free time.
- To help in another year group during free time to prove responsibility.

**Serious Behaviour Consequences (examples)**

- Loss of privileges - playground access, football during breaks, Y6 citizenship badges.
- Parental contact.
- Exclusion from the right to represent the school - school teams/trips.
- SLT or Headship team involvement.
- Internal exclusion - child to remain at school but will complete work supervised, away from others.
- External exclusions - child is sent home and is not allowed on school premises for an allocated period of time.

\* Exclusions are very serious and will only be used in extreme circumstances.

### **Safer Handling**

Teaching staff have completed various levels of MAYBO and Safer Handling training. These techniques are used:

- to prevent injury to another child
- when a child is in danger of hurting him/herself
- to prevent injury to a member of staff.

If a serious incident requires the need for physical intervention, trained staff will use the outlined Safer Handling techniques to guide the child/or others away from danger. Following this our procedures outlined in our 'Serious Incident' flowchart will proceed. The incident will be recorded on SIMS and parents will be informed.

If a child has physically hurt an adult, staff will need to complete a Physical Assaults Against Staff/ Pupils form. This will be recorded electronically on SIMS.

# LOW LEVEL FLOW CHART

## Low Level Behaviour Response Flow Chart

**Behaviour does not reflect school rules**  
 Non-compliant behaviours that cause no harm to self or others – more often disruptive learning/language

Describe what the child should be doing, not what they are not supposed to be doing.  
 Say 'thank you' not 'please'.



Remember not to assume – ask a question if you need.

**Positive reminder – verbal or non-verbal**  
 Take up time

**More direct reminder (privately if possible)**  
 Use verbal strategies  
 Take up time

**Offer/direct child to a short cool off – time dependent on child's needs.**  
 Take up time

- Verbal Strategies**
- The school rule is clear... thank you.
  - In our school we...
  - When... then...
  - Maybe... but...
  - You can either ... or ...
  - I'll give you a minute to make your choice.

**Does the child respond to the initial positive reminder/s?**

**No**

**Yes**

**Acknowledge the child's choice** and explain that you will follow it up – link back to directed choice.  
 "I can see that you have chosen to... so we will..."

**No further action.** If their behaviour is forming a pattern, follow up privately to acknowledge this with the child. Use descriptive language.

**Debrief behaviour** (when child is calm) – reference the 3 school rules explicitly. Children can discuss/write or even draw their responses. Calm and respectful discussion is key.

- What are our 3 school rules?
- Which school rule was broken?
- From your perspective - what happened?
- How did it make you feel?
- How do you think it made others feel?
- Were someone else's rights affected?
- How can it be resolved?
- What could you do differently next time?

**Does the child acknowledge their behaviour?**

**No**  
 If you are not the class teacher – inform the child that you will discuss the event with class teacher. Follow up with class teacher without child present.

**Yes**  
 "Thank you for your time. I appreciate the choice you have made." Restore – check in with child later that day or next day.

**Consequence**  
 Class teacher to decide on a consequence which helps the child build greater behavioural awareness.  
 Staff involved initially will need to check-in with teacher and child to help restore any relationships that may have been affected.  
**Record on SIMS.**  
**Contact Parents if you feel necessary.**

**Record on SIMS if this is a pattern of behaviour.** This is at teacher discretion.

**Contacting Parents**  
 It is the class teacher's responsibility to contact parents.  
 If behaviour disrupts work from being completed, this can be done in child's own time, or sent home – this is at the teacher's discretion. Parents must be informed if work is being sent home.  
 Supply teachers will liaise with parallel teachers for support.

# SERIOUS/HIGH LEVEL FLOWCHART

## Serious Behaviour Response Flow Chart

- S - STEP BACK
- A - ASSESS THREAT
- F - FIND HELP
- E - EVALUATE OPTIONS
- R - RESPOND

**A serious behaviour incident**  
Behaviours that cause concern of harm to self, or to others.

- Recognise and reduce risk
- Make the situation as safe as possible. Utilise 'Positive Safer Handling' techniques.
- Calmly instruct the child to take cool off time. If they do not engage, remain calm and guide other children to a safe space.
- Stay calm, do not enter into an argument or give argumentative/negative responses.
- Ignore any secondary behaviours.
- \*\*\* Consider if another member of staff is necessary. Request class teacher support.

**Does the child respond to the cool off/time out?**  
*The child may need sufficient time/space to cool off. Utilise support staff - if available. Do not engage in conversation*

**Seeking Support from SLT/Headship**  
The role of escalated support in this instance is to assist the child to take appropriate cool off time to ensure safety.

It is the class teacher's responsibility to follow up with the child & parents and to deliver the consequence. SLT will be present for support if required.

More serious consequences such as exclusions will be supported by the Headship team.

In the event of a serious behaviour incident. Headship/SLT will liaise with the staff member involved to reflect on actions taken prior to, during and after the incident.

- Were you aware of any triggers before the incident? How was the child presenting?
- What strategies did you encourage to de-escalate the behaviour? distraction/directed choice/cool off time/partial agreement?
- Did you remain calm – using positive language?
- What actions need to be adjusted in anticipation of this event repeating itself?

**No**

**Extend cool off time**  
Adjust person/place if needed

**Seek support** from a colleague / SLT or Headship depending on seriousness of situation.

Respect space – give time.  
Wait for child to engage.

**Deferred Consequence**  
Class teacher will need to consider a consequence – to be delivered at a later time (when child is calm) which will help the child to build a greater behavioural awareness and to resolve the situation.

Liaise with SLT/Headship depending on severity to decide on a suitable consequence.

**Contact Parents**  
**Log behaviour on SIMs**  
Antecedent – Behaviour – Consequence  
*(Give the before, during and after context)*

**Yes**

Organise a time to complete a debrief to build behavioural awareness– this can be deferred if child isn't ready.

Explain that there will still be a consequence for breaking the school rules.

**"Thank you for making a good choice."**

- What are our 3 school rules?
- Which school rule was broken?
- From your perspective - what happened?
- How did it make you feel?
- How do you think it made others feel?
- Were someone else's rights affected?
- How can it be resolved?
- What could you do differently next

**Log behaviour on SIMs**  
Antecedent – Behaviour – Consequence  
*(Give the before, during and after context)*

Contact Parents if necessary.

**Restoring Relationships**  
Following any low level or serious behaviour incident – all staff involved must aim to restore the relationship with the child. This could be a simple and informal check in or a request to do a job – following the incident indicating that the trust is restored. A fresh start is expected.

## APPENDIX 3

### Behaviour Policy - Tips for Parents

UNCRC Article 3: Everyone who works with children should always do what is best for each child.

A UNCRC Article 19: You should not be harmed and should be looked after and kept safe.

UNCRC Article 37: If you do the wrong thing, you have a right to be treated fairly.

Please support us by ...

1. Let your child know the standard of behaviour you expect and be consistent with your expectations.
2. Encourage your child to talk to staff when they are faced with a behaviour issue. Do not tell your child to deal with disputes by hitting back. We are committed to showing children other ways of sorting out their difficulties, and mixed messages lead to confusion for the children.
3. Make sure your child takes responsibility for their behaviour inline with our expectations when they are with you in school, or on an outing.
4. Make sure your child gets a good night's sleep on school nights. It really helps with concentration and assists with good choices in behaviour. Monitor TV watching and computer games. Try and have the hour before bed as 'screen free' to aid restful sleep.
5. Help your child to feel successful by getting them off to a good start each day - on time and with everything they need for the school day including breakfast.
6. Look out for and read communications from school so that you can talk to your child about what is going on and their experiences in class.
7. Talk with a member of staff if you are worried by anything your child tells you about school before it becomes a problem. Children need your trust and understanding. Listen to your child, trust your child... but bear in mind they will give you their 'version' of the story. In school we aim to get all versions of the story so that we can develop the big picture, and get to the root of any issues.
8. Try not to react to every little upset so that your child learns to get things in proportion and how to cope for themselves.
9. It is our job to deal with incidents that arise in school. We ask parents not to intervene with another child's parents or with another child (including on social media) but to report the matter to us in school.
10. Be positive with your child and praise them for the good things they do at school.
11. Home and school need to work together to ensure that children have high expectations of their own behaviour, and this starts by us all having high expectations for them.