



Behaviour Statement of Procedures

Key Document Details

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A Whole School Approach

Grange Junior school is committed to creating an environment where positive behaviour is at the heart of productive learning. It is a primary aim of the school that every member of the community feels valued and respected, and that each person is treated fairly. We are a caring community, and our values are built on mutual trust and respect for all.

Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same, with a common purpose of supporting everyone to learn. It is a means of promoting good relationships in an effective and considerate way. As a school, we aim to reward good behaviour choices as we believe that this will develop an ethos of kindness and co-operation throughout our school.

We recognise that behaviour is a form of communication and therefore staff inform the safeguarding team of any concerns of changes in behaviour. Staff are well placed to identify if behaviour is linked to mental health and staff are trained to identify possible abuse, neglect and exploitation. If there is any specific safeguarding concerns staff follow the schools safeguarding procedures. The safeguarding team and nurture team work together to support the needs of the individuals and families. The SENCo who is part of the safeguarding and nurture team identifies what support we can offer children at school and at home. This can be in the form of ELSA, nurture or support from external agencies.

We aim:

- To ensure that excellent behaviour is a minimum expectation for all
- For all children to feel safe in school
- To create a culture of positive behaviours: for learning, for community and for life
- To promote a cohesive community which values kindness, care, good humour, good temper and empathy for others
- To develop a secure, stimulating, calm working environment where children learn without interruption
- To ensure that all learners are treated fairly, listened to, shown respect through supportive relationships
- To help individuals and groups take control of and reflect on their behaviour and be responsible for the consequences of it
- To develop the resilience and bravery to appropriately respond to challenge

Learning values:

Our values underpin our behaviour approach to promote a positive, safe learning environment and classes work collaboratively at the start of each term to discuss what each value looks like as a behaviour

Respect:

- Accept someone for who they are even if they are different.
- Speak and act with kindness.
- Listen to others and think before you speak.

Bravery:

- Push yourself outside of your comfort zone
- Embrace change as a positive
- Ask questions to deepen your understanding

- Be curious about the wider world

Aspiration:

- Set goals to reach your potential
- Always do your best and give 100%
- Be ready to learn in all lessons
- Actively engage with learning

Support:

- Listen to others' opinions with an open mind
- Decide to work independently or collaboratively
- Ask for guidance when you need it
- Share your knowledge and understanding to help others

Resilience:

- Understand that failing helps you learn
- Persevere if you don't succeed
- Try different approaches to find something that works for you
- Relish challenge

Reflection:

- Be critical of your own work
- Be a 'critical friend' to others
- Take on board advice
- Be open minded to change

Ready, Respectful and Safe (RRS)

As a school we have three main school rules that we expect everyone to follow – Ready, Respectful and Safe. This language is used consistently across the school when discussing modelling behaviour and specifically taught in particular within PSHE lessons.

Rewards

A major aim of the school policy is to encourage children to practice good behaviour by operating a system of praise and reward. This is for all children. We celebrate and acknowledge academic and non-academic achievements. All members of staff will recognise and celebrate appropriate behaviour at all times around the school and will never take away a reward that has been achieved.

We use a variety of approaches including:

Verbal Positive Praise

All staff use verbal praise when children are showing the school values and following our school rules. They make praise explicit eg 'Thank you for showing... respect by...'

Stickers

Stickers are awarded for positive learning behaviours. Headteacher stickers are given to children when they are asked to share their work with the headteacher. This is because they have shown good learning behaviours and have produced work to be proud of.

Recognition boards

Each class will have a recognition board that promotes positive behaviour. The positive behaviour being focussed on will be displayed in the classroom. The names of the children who achieve this will be added to reinforce the behaviour that the whole class are aiming for. We never remove names and if a child makes a bad choice this is dealt with separately.

Visible consistencies

We have three visible consistencies that align with our 3 school rules. These are approaches that all staff use consistently across the school to create consistency and build positive relationships.

- Meet and Greet
- Embellished Countdowns
- Show me... good walking, good sitting, good listening, you're ready.

Values Buttons and celebrating success beyond school

Throughout the school year children are able to receive value buttons for showing that they have consistently 'lived' the school values. Each year the children get to keep the buttons they have been awarded and the cycle starts again. Value buttons are ordinarily awarded at the end of each term in our celebration assembly. We encourage parents to share their children's successes with the school so that this can become part of these awards. We also celebrate successes that the children have achieved beyond school and enjoy hearing about these.

Positive praise – verbal, non-verbal or written House points Reward stickers/stamps
Headteacher Stickers Recognition Boards to promote positive behaviour Proud wall to capture positive moments from staff, pupils and visitors Raffle tickets to acknowledge exemplary lunchtime support Marble in a jar – class incentive
Wow wall displayed in reception Values certificate celebrated in whole school Friday assemblies

Consequences

Whilst we make every effort to de-escalate behaviour and maintain a 'positive mood' there are times when different consequences are required. These are applied in and out of the classrooms at any time whilst in school.

	of a Pastoral Support Plan Outside – Member of Teaching staff called to remove child from playground	
Continued refusal to abide by the school rules and behaviours above Verbal assault towards children, parents, staff or adults Inappropriate physical contact provoked or unprovoked	Missed break(s) or lunch(es) Recorded on CPoMS by staff member and actioned by phase leader or SENCo Parents informed	Assistant Principal or SENCo
High Level Persistent refusal to abide by the school rules and behaviours above Serious and persistent disruption to others' learning Deliberate physical assault on an adult Deliberate physical assault on a child	Child is relocated under SLT supervision Fixed term suspension Recorded on CPoMS Parents called in for a meeting	Assistant Principal or Headteacher
Persistent physical/ verbal assaults on adults or children	Permanent exclusion	Headteacher Governors CEO

Pastoral Support Plan (PSP)

We acknowledge that a small percentage of pupils will require a bespoke approach to behaviour as they have specific needs. These individualised plans for rewards and consequences are drawn up by the class teacher in consultation with the child, support staff, parents, external agencies and a member of the Senior Leadership team. These are shared with all relevant staff to ensure consistency for the child. These are regularly reviewed and revised to promote progress towards returning to the whole school system.

Lunchtimes

At lunchtimes if there is an incident it should first go to the member of teaching staff on duty. If it is serious a member of SLT will be called.

An essential part of our positive behaviour approach lies in the fact that each child knows that consequences will be imposed for unacceptable behaviour.

Fixed term suspensions and permanent exclusions

If a child makes persistently poor behaviour choices, the child may be relocated under SLT supervision, at the discretion of the Headteacher/Assistant Headteacher or a fixed term suspension (Headteacher decision).

Only the Headteacher has the power to suspend 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. The Headteacher may also exclude a pupil permanently. Prior to this decision, advice will be sought from the CEO of TWHF or his proxy and written approval for the decision will be approved by the CEO.

If the Headteacher suspends a pupil, s/he informs the parents immediately, giving reasons for the suspension. Work will be provided for the pupil and the completed work will be brought to the reintegration meeting. This meeting will take place when the child returns to school. At the same time, the Headteacher makes it clear to the parents/carers that they can, if they wish, appeal against the decision to the governing body. The school inform the parents how to make any such appeal.

The role of adults working in the school

Grange Junior School is aware that good classroom organisation is a key to good behaviour and that the provision of a high-quality curriculum through interesting and challenging activities influences behaviour. Teachers at Grange Junior School are positive, enthusiastic and have high expectations of both learning and behaviour. They support colleagues so that they can build relationships with all children and stand alongside them so that children see a united front of adults' expectations of positive behaviour.

Teachers deal with parental concerns in a timely, respectful, sympathetic and professional manner, involving senior staff as appropriate. Teachers expect that parents will behave in a reasonable manner towards them and that issues will be dealt in an atmosphere of trust and mutual respect. It is the responsibility of the class teacher to ensure that the School Rules (RRS) are enforced in their class, and that their class behaves in a responsible manner during lesson time.

All school staff have responsibility to uphold the behaviour policy. Non-teaching staff and volunteers should ensure that children move sensibly and quietly through the school at all times helping to ensure a calm atmosphere in the corridors, classrooms and other school areas.

The role of parents

Grange Junior School works in partnership with parents, so children receive consistent messages about how to behave at home and at school. We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour. If the school has to use reasonable consequences in response to a child's behaviour, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the year group leader and then the Headteacher. If these discussions cannot resolve the problem, the complaints policy can be followed.

The role of the senior leadership team of TWHF and School

It is the responsibility of the Regional Directors supported by the CEO, under the School Standards and Framework Act 1998 and the behaviour and discipline in schools advice for head teachers and school staff (DFE-00023-2014) to ensure that the Headteachers and staff implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The role of governors (Local Board of Governors)

The governors have the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the CEO, Education Team and the Headteacher in carrying out these guidelines.

Monitoring

Behaviour incidents and actions taken by staff will be regularly monitored by the Headteacher and SLT. This will ensure that this policy is consistently applied and will identify any patterns in behaviours. We have termly behaviour meetings where we look at behaviour incidents and identify trends and next steps for particular children and adaptations which we can make as a school.

If necessary one or more of the following actions will be taken:

- Working in partnership with parents and SLT
- PSP for child agreed by teacher, SLT and parents
- Use of adapted/amended timetable in agreement with SLT and parents
- Adjustments to the curriculum and increase use of nurture/ELSA in agreement with SENCo
- Work alongside the Learning Mentors
- External agencies involvement to support the child and the family

As a school we recognise behaviour is a form of communication and discuss incidents as necessary in line with the Safeguarding Policy. Our SENCo is frequently involved in discussions around the behaviours a child is demonstrating as we are also aware that these might be a sign of an unmet need.

Child on Child Abuse

We recognise that children are capable of abusing other children. We understand that the child who is perpetrating the abuse may also be at risk of harm. We will make every effort to ensure that the perpetrator is also treated as a victim and supported appropriately. There are many forms of behaviour linked to safeguarding that may occur between peers, these can include sexual harassment, sexting and sexual violence, however this list is not exhaustive.

Sexual violence and sexual harassment:

Our school has a zero-tolerance approach to abuse and makes it clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up, not dismissed as 'banter', 'just having a laugh', or 'boys being boys'. Staff are aware of the importance of challenging such behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

Sexual violence and sexual harassment can occur between two children of any age and gender. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as to the young person it is intended towards. Sexually harmful behaviour may include:

- inappropriate sexual language
- inappropriate role play
- sexual touching •
- sexual assault/abuse

Children are encouraged to raise concerns with a trusted adult, knowing that they will listen to their concerns. Regular lessons, assemblies and displays around the school support the children to seek support. Lessons are delivered weekly to support the children's understanding of a healthy relationship, acceptable behaviour and keeping themselves safe. The curriculum is broad and balanced and offers a range of safeguarding themes. To support the children, staff are given regular training to help them understand the signs and indicators which may suggest a child is at risk of peer and peer abuse and the procedures to follow to report to the safeguarding team in a timely manner.

- All incidents of sexual harassment or violence will be recorded, reported and investigated.
- Will be reported to the safeguarding team immediately.
- Staff will follow the safeguarding procedures set out in the safeguarding policy. (See Safeguarding Policy for further information)
- Parents will be informed.
- Additional lessons using Jigsaw and NSPCC resources relevant to the incident
- Pastoral support for the parties involved

The DSL will follow the DfE Guidance: Sexual violence and sexual harassment between children in schools and colleges considering, managing internally, Early Help, MASH referrals and reporting to the police.

Homophobic Behaviour

Homophobic language or behaviour is not tolerated in any form at Grange Junior School. Class teachers ensure that, at the beginning of the academic year, a specific circle time is used to discuss the use of such language. This input is age and stage appropriate. Specific language such as 'gay' and 'lesbian' will be broached more directly. It will be explained to children that such language is never to be used as an insult. Words such as 'straight', 'gay' and 'lesbian' are words which explain who different people in society love and have relationships with and using such words as an insult will never be tolerated by our school. In incidents of such behaviour/use of language, parents must always be contacted. All incidents must also be recorded on CPOMs.

Racist Behaviour

Racist language and behaviour is not tolerated in any form at Grange Junior School. In our values based school children will be taught to appreciate and respect our diverse school population and to celebrate

our differences and similarities. Across all year groups children will be given the opportunities to discuss the differences and similarities in our physical appearances, cultural heritage and religious beliefs. All of these discussions will be age and stage appropriate. There will be more direct discussions about what constitutes as racism. Clarity will be given to pupils to help them to understand that racism is not the idea of recognising differences, but the idea of assigning negative attributes to another person based on their ethnicity, faith or heritage.

In incidents of such behaviour/use of language, parents must always be contacted. All incidents must also be recorded on CPOMs by the child's class teacher.

Bullying

Bullying is not tolerated in any form at Grange Junior School.

Bullying has been defined as involving repeated, deliberate, unprovoked, physical or psychological harm by a more powerful child or group against a weaker child or group.

Bullying is usually pre-meditated and forms part of a pattern of behaviour rather than an isolated incident. Name calling, physical abuse, verbal or written threats, extortion, racism, homophobia, sexual threats, online bullying and isolation are all recognised forms of bullying.

As a school we do not tolerate any form of bullying and any occasion or suspicion that a child is being bullied will be taken very seriously.

Everyone involved with the child/children will be alerted to observe and report on the situation to the Headteacher so that it may be monitored closely. Appropriate action will be taken to ensure that any bullying is stopped immediately, and parents of all children involved will be kept informed. Children involved take responsibility for their actions, apologising, and agreeing to stop/change their behaviour. Children will be assessed by the pastoral team and ELSA support given where required.

All incidents of homophobia, racism and bullying must be recorded on CPOMs (using appropriate Tags to support the monitoring and processes in place, so that our PSHE/RE curriculum and assemblies can be tailored to meet ongoing and changing needs)

All children receive an age-appropriate curriculum giving them the strategies to be able to keep themselves safe online and understand how to report online bullying.

Online Bullying

Online bullying is the use of technology to harass threaten or intimidate someone. This can be for the same reasons as stated previously and can take many forms, abusive or threatening texts, emails, chatrooms, gaming or messages/ comments on social media platforms, sharing inappropriate videos or images of an individual, stealing someone's online identity, spreading rumours online, prank calls or messages, group bullying or exclusion online, anonymous messaging, encouraging an individual to commit a crime or self-harm or pressuring someone to send sexual messages or engaging in sexual conversations.

Please see the Anti-bullying and E-Safety policies for more details

Use of Reasonable Force

There may be instances where it is appropriate to physically support or remove a child due to the risk of harm to themselves or others. We have members of staff who are trained in Team Teach techniques to support this. However, all members of school staff have a legal power to use reasonable force to intervene in an emergency or to defend themselves in circumstances where they have a genuine fear of being injured or believe a child, young person or adult may be at risk. This applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such

as unpaid volunteers or parents accompanying students on a school organised visit.

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In school, reasonable force is used for two main purposes – to keep the pupil being restrained safe or to keep others around the pupil safe.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

A calm and measured approach to a situation is needed and member of staff should never give the impression that they have lost their temper or are acting out of anger or frustration or to punish the child. Use of reasonable force is always a last resort.

Staff using positive handling techniques receive training by Team Teach. Children who require positive handling regularly will have a 'Individual Behaviour Plan' outlining their needs. Any incident that requires physical restraint must be recorded in the bound book and scanned onto CPoMs as soon as possible after the incident and copies given to the Headteacher. Parents will be informed if their child has been involved in an incident where physical intervention from staff has been required.

Incidents involving children with SEN, disabilities and or medical conditions

As a school we recognise the impact of trauma and adversity on children's mental and physical health and behaviour. When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, we consider the risks carefully recognising the additional vulnerability of these groups.

As a school we consider our duties under the Equality Act in relation to making reasonable adjustments by planning positive and proactive behaviour support. This is done through the drawing up of individual behaviour plans for more vulnerable children and agreeing them with parents/carers. We recognise by doing this as a school we reduce the occurrence of challenging behaviour and the need to use reasonable force.

Review

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.