



Grange School
A Culture of Continuous Improvement

Positive Behaviour Policy

Review Date: January 2019

Introduction

The policy principally relates to children but it is important to note that the principles set out here relate to positive relationships and behaviour of all; this includes amongst staff and parents. This policy has been written with reference to OFSTED's report on twenty outstanding schools with outstanding behavior practices. It is designed to promote good behaviour rather than merely deter anti-social behaviour.

Aims, Expectations and Principles

Please refer to our **Ethos and Mission Statement**.

Relationships and behaviour are integral to a happy, healthy and safe learning community. It is a primary aim of our school that every member of the school community feels happy, valued and respected, and that each person is treated fairly and well. We are a caring community with mutual trust and respect for all.

The school has three generic school rules for its pupils (see Pupils' Roles, Rights and Responsibilities). However, the primary aim of this policy is to promote good choices which lead to effective relationships so that everyone can support each other, work together and learn well. It aims to promote relationships which are happy, safe and secure. This policy aims to help children to become positive, responsible and increasingly independent members of the school community. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. The policy is designed to promote good behaviour, not merely deter anti-social behaviour.

Central within the policy is **choice**: we refer to good choices (which lead to good consequences) and choices which are bad (which lead to negative consequences, usually based around our system of sanctions). There are two key reasons for using the language of 'choice':

1. it promotes self-management of behaviour and enables some reflection of what behavioural choices exist(ed) i.e. there are always different behavioural options (we don't accept / expect that some children will always behave in such a way) and;
2. it avoids labelling children - instead, we refer to the choices we all make and that we should always try to make good choices.

Praise is key to nurturing motivated, engaged children who make good choices and consequently build positive relationships. **Throughout school, all stakeholders (not just staff, but pupils, parents and visitors) should aim to 'catch' good behaviour.** If we became complacent, many good choices could be taken for granted and many children who always make good choices could become 'invisible'.

Roles, Rights and Responsibilities

i. Pupils

It is the responsibility of pupils to **make good choices** at all times and with all adults and pupils in school. This will lead to pupils behaving well and building up and maintaining good relationships. Pupils should follow three simple rules to avoid bad choices:

1. follow instructions
2. keep hands, feet and objects to themselves
3. use positive language (including body language)

Following instructions can include '3-2-1-Stop'; this means three things:

- ✓ silent voices
- ✓ empty hands
- ✓ eyes on the speaker

Pupils are expected to

- Respect and care for others
- Listen to others
- Learn/work co-operatively
- Obey the school rules
- Resolve disputes positively
- Value and take responsibility for the environment
- When necessary carry out self-monitoring
- Be aware of and understand their rights and responsibilities
- Be aware of their own emotions and actions and take responsibility for these

ii All teachers

All staff in our school have high expectations of the children in terms of their relationships, choices and behaviour.

A key priority is to reward and praise good choices in order to reinforce good behaviour (including following school rules) and positive relationships; 'catching' pupils behaving well is vital, exclaiming about how well a pupil has behaved (and not becoming complacent) is crucial to the successful implementation of this policy.

With these principles in mind, specific responsibilities of the teachers are to:

- praise children on individual / group basis (public praise is very powerful), making explicit why: what rule they have followed, or what choice they have made
- follow our reward/sanctions system, making explicit why: always state what rule they have followed/broken, and always record the incidents
- display in the classroom the consequences of their choices (both positive and negative; see ladders in appendix) – this can help when you explain why you are praising / warning
- be consistent with all consequences
- treat each child fairly and with respect and understanding
- apply these principles, roles and responsibilities with their own class and around school
- be a positive role model by demonstrating positive relationships with everyone in school
- keep a record and any relevant notes if a child misbehaves and / or receives a warning

- having followed regular procedures and consequences, seek help and advice from a colleague (e.g. member of Pastoral Team)
- report to parents about the child's social and emotional aspects of school life, including behaviour and relationships.
- help pupils to gain the ability to make choices about their behaviour
- help pupils understand their rights and responsibilities as citizens in our society

iii Non-teaching Staff

It is the responsibility of teaching assistants, office staff and all other adults in school to support the head teacher and teachers in meeting the above objectives. As with teachers, a key priority is to **reward and praise good choices in order to reinforce good behaviour** (including following school rules) and positive relationships. All staff should be proactive in 'catching' pupils behaving well and exclaiming about how well a pupil has behaved.

iv Headmaster

In addition to the above, it is the responsibility of the headmaster to:

- support the staff by implementing the policy, including the above objectives, and by setting the standards of behaviour
- implement this policy consistently throughout the school, and to report to governors, when requested, on its effectiveness
- ensure the health, safety and welfare of all children in the school
- maintain record of all reported serious incidents of misbehavior
- issue fixed-term suspensions to individual children for serious acts of misbehaviour and for repeated or very serious acts of anti-social behaviour; the headmaster may permanently exclude a child; permanent exclusion is only taken after the governors have been notified.
- The headmaster will ensure himself or a member of the GET is on playground duty during lunch break.

v Parents

The school works collaboratively with parents so children receive consistent messages about how to behave. We aim to build a supportive dialogue between the home and the school. We inform parents immediately if we have concerns about their child's welfare or behaviour – this includes if a child receives several warnings or if there is a pattern of regularly receiving warnings.

We expect parents to:

- promote positive behaviour at home in order to have continuity between home/school
- be aware that we have school rules (often communicated to parents) and to support them
- be aware of and understand their rights and responsibilities as parents
- co-operate with the school
- support their child's learning
- support the school's decision when applying reasonable sanctions/consequences to deal with any specific incident / issue

If parents have any concern about the way that their child has been treated, they should initially contact the class teacher or key stage coordinator. If the concern remains, they should contact the senior tutor in charge of pastoral affairs, and if still unresolved, the deputy head or headmaster

If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

vi The Governors/Directors

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 headmaster in carrying out these guidelines.

The headmaster has the day-to-day authority to implement the school behaviour and discipline policy, but directors may give advice to the headmaster about particular disciplinary issues.

The headmaster must take this into account when making decisions about matters of behaviour.

Complaints and Appeals

If a parent is unhappy with the way a behaviour management or disciplinary situation has been dealt with they may address their concerns to the Headmaster.

Parents whose concerns are unresolved have recourse to the school's formal complaints procedure. Parents who wish to appeal a fixed term or permanent exclusion should do so in writing to the chair of governors.

Monitoring and Evaluating

The Headmaster monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records incidents with reference to the behaviour ladder; we also keep a record of serious incidents that occur at break or lunchtimes.

The headmaster keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

The following Key Performance Indicators will be used to monitor the effectiveness of the policy.

- Number of Permanent Exclusions
- Number of Fixed-Term Exclusions
- Number of Internal Exclusions
- Number of Detentions issued
- Number of removals from lessons
- Results of staff, parent and student questionnaires
- Number of Merit reward points by students

These will be published at relevant meetings of the Governing Council.

Review

The policy will be promoted and published throughout the school.

The policy will be reviewed in line with the school's review cycle. However, the governors may review the policy earlier if the governing body receives recommendations on how the policy might be improved.

Appendix 1: The Language of Choice – 3 Steps to Success

Step 1 - Statement of reality (tell them what you see)

John, you're climbing over the fence.

Never ask a child **why** they are doing what they are doing.

It is confrontational and you don't actually need to know why they are doing it – they just need to **stop** it!

After hearing you use a statement of reality, many children will quickly do something to change the behaviour without having to move further down the script. Remember: you need to give them **take-up time** to do this rather than stand over them which again can be confrontational. Remember to praise them if they change their behaviour.

Should they not change their behaviour, the next part of your script is:

Step 2 - Describe the behaviour you want to see, ending the statement with a thank you

Ricky, you need to collect the ball by using the gate – thank you.

Rather than starting or ending your statement with **please**, use a **thank you** instead. A thank you carries more of an **expectation** that they will do as you have asked them to do.

Remember to use these scripts with a smile in your voice and on your face as you are more likely to get positive results.

Step 3 - Statement of choice

If they still not do as you have requested you need to use the language of choice. This gives the child the responsibility for the consequences that you will carry out (and you **must** deliver consequences or the child will learn that you do not follow threats through).

Ricky, if you choose to continue to climb over the fence then you'll lose two minutes off your lunchtime. It's your choice.

Although it's easier said than done, you should remain calm and assertive rather than aggressive when using these scripts. If you lose your cool, then the child will pick up on your tone and may well be aggressive back which will make the situation worse.

Most importantly, if after using the language of choice the child chooses to do the right thing, then you **must** praise them for making the right choice. This means that the child learns that it's good to do the right thing and that you are pleased that they have made a good choice. Every child loves to be praised on the inside, even though they might not show it on the outside.

Well done Ricky, you made the right choice.

Ignore them stomping around or grumbling as they do the right thing – the most important thing is that they have made the right choice!

Should the child choose not to do as you have asked, then it's absolutely simple: **you follow through with the consequences you stated (as contained in the sanctions ladder)**.

Don't cave in to their protests as you carry out the consequences - if you are consistent, the methods outlined **will** work. You could repeatedly say e.g. 'In our school, we keep hands and feet to ourselves' which reminds of the rule which never changes; this implies the system is there and is fair, rather than personal 'against' them.

Appendix 2: Trips

Attendance on school trips is a privilege and not an automatic right. If a pupil's behaviour before a trip is consistently unacceptable and they have moved to stage 4 of the sanctions procedures, they will not be accepted on a trip.

The school reserves the right at any time to withdraw any pupil from a trip if they are involved in any behaviour which we deem does not live up to our school code of conduct.

Appendix 3: Rules of behaviour for the classroom

1. To arrive on time to lessons
2. To be prepared to learn in every lesson
3. To have the right equipment for every lesson
4. To have the right attitude (no inappropriate Language)
5. To allow teaching and learning to take place
6. To be considerate towards others and their right to learn
7. To be polite and co-operative in all lessons and around the school
8. Follow instructions first time - every time.
9. No loud talking, interrupting, teasing or name-calling.
10. Keep feet, hands and objects to yourself.
11. Stay on task and allow others to do so.
12. No mobile phones, iPods or MP3 players in class.
13. Wear the Grange School uniform correctly at all times. No non-uniform items permitted.
14. No eating, including chewing gum or drinking, with the exception of water.

Appendix 4: Rules for behaviour on the Corridor

1. Obey staff instructions without commenting.
2. Walk on the right in an orderly fashion (KS1 and 2, walk in a line).
3. Wear the Grange School uniform correctly at all times - (no non-uniform items permitted).
4. No running, shouting or excessive noise on the corridor
5. No physical behaviour
6. No mobile phones or other electronic devices
7. No eating or drinking
8. No Bags on the corridors. (Bags found on the corridors will be seized and a fine of N500:00 will be paid before it can be collected from the office.

Appendix 5: Behaviour outside of the School Premises

Staff have statutory power to discipline students for misbehaving outside of the school premises.

We define outside of the premises as:

- Taking part in any school organised or school related activity
- Travelling to or from school
- When wearing school uniform

- Misbehaviour that could have repercussions for the orderly running of the school
- Misbehaviour that poses a threat to another pupil or member of the public
- Behaviour that could adversely affect the reputation of the school.

Appendix 6: Searching Students

The Principal, members of the GET, Key Stage Coordinator can search students with their consent for any item, which is banned by the school.

Professionals have the power to search students or their possessions, without consent, where they suspect the pupil has a prohibited item.

Prohibited items include:

- Mobile phones/electronic devices
- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and other related smoking items
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to school property.

Appendix 7: Confiscation of Property

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider to be harmful or detrimental to school discipline.

Mobile technologies such as phones, iPods and MP3 players are not permitted in school.

Hoodies and baseball caps are other examples of things not permitted in school. Students who get caught with prohibited items may have the item confiscated. Parents will need to collect the item from the school.

Appendix 8: Use of Reasonable Force

All school staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Appendix 9: Serious Offences

Grange acknowledges that young people do make mistakes. However the actions of the student have a major impact on the Headmaster's ability to maintain good order within the school. Students may, therefore, face consequences in line with the nature of the offence.

Serious offences include:

- Theft;
- Vandalism;
- Premeditated or disproportionate violence towards another;
- Possession of a weapon (permanent exclusion)
- Behaviour that endangers the safety of others
- Persistent bullying
- Foul and abusive language directed at staff
- Persistent repetition of minor misbehaviour over a concerted period of time and failure to respond to interventions.
- Smoking on the school site, or to and from school
- Failure to attend detention
- Persistently disrupting the learning of others
- Challenging the authority of the school
- Acting in a manner which causes damage to the school and its pupils' reputation
- Possession, supply or use of a banned substance (permanent exclusion)

a. The process following the reporting of a serious offence:

- Gathering of Evidence – statements taken from those involved (staff, students and others as relevant. Statements are also collected from witnesses as appropriate)
- Evidence collected reviewed by the Key stage Coordinator as appropriate. A course of action is recommended and discussed with the Deputy Head/ Headmaster.
- Final decision made by Headmaster.

b. The penalties for committing a serious offence may include:

- Internal exclusion from lessons for a temporary period; arrive at 8am and remain until 3pm
- The staff within the inclusion room supervises students.
- They are expected to work in silence, completing all work set.
- Inappropriate behaviour whilst in *internal exclusion* may result in further time in *internal exclusion*,
- The length of time the student spends in inclusion will depend on the severity of the behaviour and their behavioural history

Appendix 10: The Inclusion Room

The Inclusion Room will be fully equipped with text books for all subjects across the Key Stages 2 – 4.

Staff will be informed of which students are internally excluded in the inclusion room and subsequently will ensure that appropriate class work is set.

Students will not be permitted to partake of break or lunchtime with their peers. They ideally should have a packed lunch with them. Alternatively they will get the opportunity to go to the lunch room

Students will be dismissed from the inclusion room at 3:00pm.

Examples of behaviour that could lead to internal exclusion:

- threatening behaviour
- bullying
- repeated disruption to the learning process (disrespect to other students)
- behaviour deemed to undermine the good order of the school
- smoking or being in the company of smokers
- vandalism
- swearing in the presence of a member of staff
- rudeness to staff
- fighting
- deliberate disobedience
- refusing to attend detentions
- leaving site without permission

Appendix 11: Detention System

Detention provides for students whose behaviour is persistently unacceptable.

The school operates a regular detention system operated by the key stage coordinators. Students will be provided with a detention slip by a member of staff that will highlight the reason(s) and date of the detention. **Detentions can be given for behaviour reasons** - being late to lessons, incorrect uniform, low level disruption, poor behaviour etc. or **faculty reasons** - lack of work, failure to complete homework/coursework etc. The detention will last for 50 minutes. Students who arrive late to school (after registration) will receive a 50-minute detention. Failure to attend a detention may result in the student being placed in isolation or on the behaviour report.

Appendix 12: Exclusions

Only the headmaster has the power to exclude a pupil from school. The headmaster may exclude a pupil for one or more fixed periods, for up to **45** days in any one school year and may also exclude a pupil permanently. It is also possible for the headmaster to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. The headmaster informs the governors about any permanent exclusion, and about any fixed-term exclusions beyond three days in any one term.

If the headmaster excludes a pupil, he informs the parents immediately, giving reasons for the exclusion. At the same time, the headmaster makes it clear to the parents that they can, if they wish, appeal against the decision to the governing council. The school informs the parents how to make any such appeal. A committee, made up of between three and five governors, considers any exclusion appeals on behalf of the Council. When an appeals panel meets to consider an exclusion case, they consider the circumstances in which the pupil was excluded, consider any representation by parents and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the headmaster must comply with this ruling. The governing council itself cannot either exclude a pupil or extend the exclusion period made by the headmaster.

A less extreme form of exclusion may also be considered: this may, for example, involve lunchtime exclusion or learning exclusion, where a pupil learns away from the class. School staff would consult with parents but do not need to report this.

a. Fixed-Term Exclusion (Suspension)

- The decision to exclude a student for a fixed period of time is taken by the Headmaster following a serious offence or persistent misbehaviour.
- The length of the exclusion will depend on the severity of the offence and the student's behavioural history.
- The school will provide appropriate work for the student during the period of exclusion.
- The work should be returned and will be marked by the relevant staff.

All students excluded for a fixed term will be re-admitted only following a meeting between the parents and the appropriate member of school staff.

b. Permanent Exclusion

Permanent Exclusion may be necessary as a means of maintaining high standards of behaviour and discipline within the school.

We feel that it is important to uphold the principles of natural justice.

- 1) the right to present a case (the defense)
- 2) the right to be represented and
- 3) the right of appeal. Our permanent exclusion procedures are as follows – the procedures will be coordinated by the Deputy Head, Pastoral Affairs

- Parents are phoned and informed of the decision
- Information provided to Headmaster to enable early intervention with family
- Letter is sent home within 24 hours giving parents the opportunity to discuss
- Permanent exclusion report compiled. Copies to parents, members of the disciplinary committee and Chair of Disciplinary Hearing Committee.
- Permanent exclusion hearing within 15 school days of decision with notification to Chair of Disciplinary Hearing Committee, student, parents (and parent representative if requested), and relevant school staff.
- Governing council make decision to uphold or reinstate the permanent exclusion.
- Parents given 15 school days from the date of the Disciplinary Hearing Committee meeting in which to lodge an independent appeal
- The Hearing outcome and any appeal outcome must be copied to the Chairman, Board of Directors and the parents.

Appendix 13: Sanctions and Consequences

To ensure students meet our expectations in classrooms staff use our behaviour ladder which provides a consistent approach to dealing with unacceptable behaviour.

Grange school also has high expectations of student behaviour in other spaces outside the classroom, for example: corridors, dining and play facilities. These expectations include the behaviour of students travelling to and from the school. All staff follow the behaviour ladder to ensure a calm, purposeful environment

Sanctions provide public recognition that certain behaviour is unacceptable, and help students to develop a sense of right and wrong. They should be applied consistently to reinforce our high expectations.

Below are examples of sanctions used by the school:

- temporary reseating to a different location, within the classroom;
- repeating work of an unacceptable standard;
temporary removal from the classroom (be it for part, a whole or a number of lessons);
- detention/community service within the school
- meeting between Tutor/Key Stage Coordinator/GET and Parents
- engaging parental sanctions through parental contact or meeting;

