



Behaviour Policy

Date for full implementation

January 2015

Updated

September 2016

Date for review

January 2017 (or earlier if considered necessary)

Signature/s

Chair of Governors – Mr P Dollimore

Head Teacher – Mrs A Szymaniak



Grange Primary School

Behaviour Policy

Rationale

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and empathy. The school recognises that every member of the school community has a responsibility for promoting good behaviour in school. Staff are committed to working closely with parents, pupils and Governors to promote positive behaviour and to create a culture of respect.

This behaviour policy is designed to support the way in which all members of the school can live and learn together collaboratively, in an environment where everyone feels happy, safe and secure. This school actively promotes behaviours for learning both through the Behaviour Policy and the Behaviour for Learning Policy which is more about the environment for learning.

Aims

- To keep the school community safe and secure;
- To foster mutual respect and understanding;
- To develop good social skills;
- To promote emotional well being and increased self-esteem.
- To provide consistency and structure;
- To create a relaxed and enjoyable learning environment;
- To enable effective learning and teaching and raise standards.

Objectives

- To build communities in classes, year groups, Key Stages and across school through Circle Time sessions and value based assemblies.
- To teach children about feelings and emotions; and how these can be affected by the behaviour of others.
- To provide children with the skills to rebuild relationships after conflict has occurred.
- To provide targeted support for children who find it difficult to conform to behavioural expectations.
- To develop a consistent approach for promoting positive behaviour throughout the school.
- To ensure the development and progress of pupils with behavioural needs are regularly reviewed with staff and parents.
- To effectively manage incidents of bullying, sexism, racism or other behaviours rooted in discrimination or prejudice if and when they occur.

PROVIDING A SAFE AND SUPPORTIVE ENVIRONMENT

Responsibilities of Children:

- To work to the best of their abilities and to allow others to do the same
- To treat others with respect at all times
- To respond appropriately to the instructions of staff and other adults working in school
- To take care of property and the environment in and around school
- To cooperate with children and adults in all aspects of school life
- To help formulate and comply with the classroom rules
- To move sensibly and quietly in and around school
- To share in celebrating the achievements of all members of the school community

Responsibilities of all staff:

- To listen
- To lead by example, e.g. treating children with respect.
- To deal with any behaviour issues in a calm and controlled manner.
- To be consistent in dealing with pupils.
- To have high expectations of pupils' behaviour and learning.
- To promote high expectations of behaviour within the community.
- To meet the educational, social and behavioural needs of pupils.
- To provide an interesting, relevant and challenging curriculum
- To create a safe, stimulating and pleasant environment for learning.
- To establish effective partnerships with parents so that children can see the key adults in their lives share a common aim
- To fully comply with the school's policies and procedures

Responsibilities of Parents:

- To ensure children attend school regularly and arrive on time each day.
- To inform school immediately of the reason for any pupil absence.
- To tell school staff about anything that may affect children's work and well-being at school.
- To show an interest in all that their child does at school
- To offer help and support with learning at home, including the completion of homework.
- To encourage independence and self-discipline in their children
- To establish good communication with school staff and support the behaviour policy.
- To encourage respect and good behaviour and to make their children aware of inappropriate behaviour
- To work with school staff to address and review any behaviour issues with their children.

Responsibilities of Governors

- To ensure the Grange Primary School has a Behaviour Policy and procedures in place that are in accordance with local authority guidance, locally agreed inter-agency procedures, and Government guidance.
- To ensure the Behaviour Policy is made available to parents on request.
- To ensure Grange Primary has procedures for dealing with complaints or allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures;
- To ensure a senior member of the school's leadership team is designated to take lead responsibility for behaviour management
- To ensure that staff undertake appropriate behaviour management training;
- To nominate a Governor to be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against the head teacher
- To review their policies and procedures annually and provide information to the LA about them and about how the above duties have been discharged.

Named personnel with designated responsibility:

Designated Senior Person for Safeguarding and Behaviour Management	Michelle Mensah
Deputy Designated Senior Person for Safeguarding and Behaviour Management	Karen Kennedy
Nominated Governor for Safeguarding	Catherine McNamara & Zohra Khaku
Chair of Governors	Pete Dollimore
Headteacher	Annette Szymaniak

Incidents of a Serious Nature

Incidents of a very serious nature or a persistent nature (e.g. bullying), will be referred to and dealt with by the Headteacher or Deputy Headteacher in her absence. This will usually involve the Headteacher and relevant school staff working closely with the child and parents to address and resolve the inappropriate behaviour. If necessary, an 'Individual Behaviour Plan' will be formed and this will involve specific rewards and sanctions, as governed by the plan. Incidents involving bullying or racial abuse should be logged in the School Office.

Incidents that involve a child causing serious injury to another child need to be logged on an incident sheet. This should be sent to the Headteacher as soon as possible after the incident occurs.

Equal Opportunities

At Grange Primary, every child has equality of access to the curriculum regardless of race, nationality or ethnic origin, disability, age, gender, sexual orientation, transgender identity or religious belief. . Every effort is made by the school to respect each individual's rights to a broad and balanced curriculum of learning opportunities and activities. We believe that children have the right to their education, and that learning should not be disrupted due to poor behaviour.

Racial Equality

Staff at Grange Primary consider ways in which aspects of the curriculum can be used to represent cultural diversity, and reflect our changing community. They ensure that all children are supported where appropriate in their understanding of behaviour management strategies.

Learning Difficulties and Disabilities

It is the responsibility of each teacher to cater for the needs of the children in their class. Learning objectives, tasks and activities, support and intervention strategies will be required to meet those needs. Vulnerable pupils will be recorded on the School Provision Map, and staff will discuss pupil needs and progress with the Special Educational Needs Co-ordinator.

Health and Safety

Teaching and support staff take into account the safety and use of equipment used in lessons, and within the shared environment. Children are reminded of the correct way to use resources, such as scissors, computers, PE and science equipment. Pupils take part in safety awareness talks and are encouraged to report hazards.

Allegations of Abuse Made Against Staff of Grange Primary School (including volunteers)

Where an allegation is made against any person working in or on behalf of the schools that he or she has:

- a. Behaved in a way that has harmed a child or may have harmed a child
- b. Possibly committed a criminal offence against or related to a child or
- c. Has behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

We will always follow the Harrow Safeguarding Children Board procedures that can be accessed at www.harrowscb.co.uk/ in the section entitled "Child Protection in Specific Circumstances" under which you will find "Allegations Made Against a Person who Works with Children". Detailed records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely by the Headteacher in a locked filing cabinet.

Whilst we acknowledge such allegations, (as all others), may be false, malicious or misplaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures.

Action

- The person who has received an allegation or witnessed an event will immediately inform the Headteacher and make a record
- In the event that an allegation is made against the Headteacher the matter will be reported to the Chair of Governors who will proceed as the 'Headteacher'
- The Headteacher will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs
- The person against whom the allegation has been made will not be approached at this stage unless it is necessary to address the immediate safety of children
- The Headteacher may need to clarify any information regarding the allegation, however no person will be interviewed at this stage.
- The Headteacher will consult with the Local Authority Designated Officer in order to determine if it is appropriate for the allegation to be dealt with by the school or if there needs to be a referral to social care and/or the police for investigation. Consideration will be given throughout to the support and information needs of pupils, parents and staff.
- The Headteacher will inform the Chair of Governors of any allegation.
- Every effort will be made to maintain confidentiality and to guard against unwanted publicity while an investigation is being investigated.
- Disciplinary action will be taken against a pupil or who has been found to have made a malicious accusation. Advice will be sought from the Local Authority Designated Officer and the action taken will reflect the circumstances and nature of the accusation. This may involve a fixed term or permanent.

Monitoring and Evaluating of Behaviour

Behaviour throughout school will be monitored by all staff, with extreme cases of behaviour being monitored by the head teacher. In the case of recurrent poor behaviour, a record will be kept to enable us to identify patterns or triggers in behaviour and help the child to modify his/her behaviour in future. The pupil voice will be ascertained through discussion with the school council; and this will combine with information gathered from pupil and parent surveys to enable us to establish whether improvements are being made in the school community.

Role of Subject Leader/Co-ordinator

Behaviour management is the responsibility of all adults in the Grange Primary community. The co-ordinator/headteacher will provide training to adults working in school. She will monitor the implementation of the Behaviour Thermometer and Rewards system throughout school and

evaluate its impact. She will also provide advice regarding the behaviour of individual pupils, and suitable resources or strategies which may help the child to modify his/her behaviour.

Review of policy

As with all school policies, a whole school approach is required for the implementation of the policy, which should offer guidance and protection to those at Grange Primary.

This policy will be reviewed in 2016. These questions will be addressed

- Does the policy provide useful guidance and protection?
- Is the policy up to date?
- Do amendments need to be made, what are they?

Amendments will be made by the identified person(s) and passed to relevant parties for approval.

B Weber (January 2015)

Linked policies and resources:

- Behaviour for Learning Policy
- Behaviour Policy into Practice
- Child protection
- Anti bullying Policy
- Staff codes of conduct
- Managing allegations against staff
- Attendance
- E- Safety
- Whistle blowing
- Safer Recruitment
- Health and Safety

Challenging Children Behaviour Chart

This does not replace the behaviour thermometer and is only to be used for children presenting with extreme behaviour.

LSA – Remove child from the situation. Try to calm them down and if possible return to class. If not possible refer to Phase HLTA.



HLTA – Remove child from the classroom and take child to the inclusion room. Work with the child to manage their anger or concerns. Return to class if possible. If not refer to M. Abban-Mensah or K. Kennedy.



M. Abban-Mensah or K. Kennedy to deal with the child appropriately. Refer to M. Fairbrother (Deputy Headteacher) if necessary.



M. Fairbrother – assess further action required and if necessary refer to A. Szymaniak (Headteacher).