



## **Promotion of Good Behaviour Policy** (Including Early Years Foundation Stage)

This is a policy for the encouragement of good behaviour and covers the sanctions which are used when necessary.

At The Granville there has been a long tradition of courtesy, consideration, care of others, common sense and contribution to the school. The school believes that the high standard of behaviour expected of our pupils enables effective teaching and learning to take place. These high standards are embodied in our Granville School Values (appendix 1).

### **Aims**

- To create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment;
- To develop a whole school behaviour policy which is supported and, consistently followed, by the whole school community. This includes children, staff, parents and governors. It is based on a sense of community and shared values;
- to prevent bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- To encourage good behaviour, instead of simply punishing bad behaviour, by providing a positive atmosphere in which there is a range of achievable rewards and incentives for pupils of all ages and abilities;
- To reinforce values, knowledge and skills, through the school curriculum in order to promote responsible behaviour, encourage self-discipline and motivate children to have respect for themselves, for other people and for property;
- To encourage consistency and fairness in response to both positive and negative behaviour;
- To ensure that children understand the difference between minor and more serious misbehaviour and the range of sanctions that will follow;
- To approach problems, when they occur, in a caring and sympathetic manner with the aim of achieving an improvement in behaviour. This can be achieved through a quiet confident approach.
- Explicitly teaching children what good behaviour looks like

### **Staff**

All members of staff are responsible for upholding high standards of discipline within the school. This is achieved by:

- Setting high standards and expecting children to live up to them.
- Setting a good example in the way you treat others.



- Being seen to be fair and consistent in the way you deal with problems.
- Never turning a blind eye to incidents which clearly need attention.
- Never ejecting a child from the classroom for misbehaviour.
- Only leaving a lesson in an emergency.

## **Class discipline**

This is very much a personal matter but it is expected that the classroom should be a place of learning and general rules should apply:

- Children should line up quietly before leaving a classroom.
- Children should put up their hand when they wish to speak.
- Children should not speak when the teacher is speaking.
- Children should open doors for adults.
- At the end of the day, children should say goodbye to the teacher with a handshake.

## **School Rules and Expectations**

Rules are needed in order to create a safe, happy and productive environment:

### **At The Granville:**

- We treat others with kindness and care
- We are polite and courteous to everyone
- We laugh with anyone but laugh at no one
- We listen carefully and respond to instructions quickly
- We line up in silence
- We walk around school sensibly and safely (Quiet, polite and on the right!)
- We keep our school clean and tidy
- We are responsible for ourselves, our belongings and our learning

## **REWARDS**

### **House Points**

House Points are awarded for good behaviour and good work. Generally, one house point is awarded for a good piece of work and two house points for a very good piece of work. Exceptional work of an excellent standard may obtain three/four house points but this should be rare and hard to earn.

Teachers hand out coloured tokens for each house point and the children place their token(s) in the House tubes which are in the cloisters. Every two weeks the house point tokens are collected, and are counted by the House Captains. The winning house is announced in whole school assembly the following Friday and the shield then hangs on the display board of the winning House.

The total of senior house points for the year earns the winning House the House Point Cup which is awarded on Awards Day.



## **Good Works**

Work or behaviour which is considered to show individual achievement can be awarded a 'Good Work' and is shown to the Headmistress on a Friday. Lists are read out during assembly and displayed on the interactive boards in the entrance hall of the Main Building, Ena Makin and Evan's Lodge. Totals are kept throughout the academic year and certificates are awarded for every 5 achieved: Blue, Bronze, Silver, Gold and Platinum Good Works. A badge is awarded for those who achieve twenty-five during an academic year.

## **Values Points**

Values points are awarded to girls who have demonstrated the Granville School values. The points are recorded in the classrooms and there is one winner each week who receives a Values Point Badge in assembly on Monday. Those awarded Values Point Badges are invited to visit the Deputy Head and the school dog during break time as a treat.

## **SANCTIONS**

There will be times when children may behave badly and will need to learn the boundaries of acceptable behaviour. This is a normal part of growing up.

### **Breaches of Discipline - using the behaviour flow chart**

The class teacher deals with minor breaches of discipline. This should be done in a caring and supportive way, ensuring that the child understands why sanctions may be used.

*Teachers follow the behaviour flow chart as outlined in Appendix 2.*

Verbal correction – verbal warning – Copy with Deputy Head – Headmistress sanction

When giving a verbal warning, the teacher will record this on the school behaviour spreadsheet. Sanctions at the verbal warning stage will be appropriate and specific to the age of the child. Sanctions at the verbal warning stage may include:

- Letter of apology
- Loss of free time
- Sitting alone during lessons
- Sitting in another class

Any issues arising at playtime will be recorded in the playtime behaviour book which can be found in the first aid bag on the terrace playground, Early Years playground and Junior playground. Head of EYFS, Head of Middle School and Deputy Head will read through the playtime book weekly and collate information as needed



into the school behaviour spreadsheet. The Deputy Head will look through the school behaviour spreadsheet weekly to identify patterns and concerns before they develop further. Feedback will be given to staff at the weekly staff meeting to ensure all staff are aware of any potential issues. This system ensures that issues are not overlooked or allowed to develop into bigger problems.

### **Managing serious or persistent problems: children being given a 'copy'**

We accept that it is the behaviour that is the problem and not the child. The persistent behaviour of children giving cause for concern will be assessed through the school behaviour spreadsheet. Depending on the age of the child, several verbal warnings that have been recorded on the school behaviour spreadsheet will result in the child being given a 'copy'. Children may move straight to the 'copy' part of the sanctions if a serious issue arises. A 'copy' involves the child meeting with the Deputy Head to discuss how their behaviour can be improved. The child's parents will be invited to discuss their child's behaviour and any individual programme which may be drawn up. Parents will be kept informed of progress.

### **Individual Plans**

- Identify objectives and address one target at a time.
- Include strategies for managing the environment, the class or group, the activities which give rise to the negative behaviours.
- Emphasise teaching the child alternative positive behaviours.
- Specify the behaviour that is unacceptable, and the consequences should it occur.
- Include a timetable for review.
- Should be applied consistently – all members of staff and parents aware.

### **Major Breaches of Discipline**

Teachers should communicate all problems of a serious nature to the Headmistress as soon as possible. In more persistent cases or major breaches of discipline the following procedures should be followed:

1. Send child to Deputy Headmistress
2. Involve Headmistress and parents.
3. Speak formally to Headmistress who informs parents and arranges a meeting to discuss strategies for dealing with the situation. This should include the class teacher. Also Headmistress arranges a 'follow-up' meeting.
4. Continued misbehaviour will result in a written letter to the parents, warning that further transgression might result in suspension or exclusion.
5. Suspension: Governors to be consulted before decisions relayed to parents.
6. Exclusion: Governors to be consulted before decisions relayed to parents.



***Failure to improve will lead automatically to the next stage. In very serious cases it may be necessary to miss out the early stages of the procedures.***

## **Physical Restraint**

Any physical restraint is only permissible when a child is in imminent danger of inflicting an injury on himself/herself or on another, and then only as a last resort, when all efforts to diffuse the situation have failed. Another member of staff should, if possible, be present to act as a witness. All incidents of the use of physical restraint should be recorded in writing and reported immediately to the DSL or her deputy who will decide what to do next. Where this relates to the schools EYFS setting, parents will be informed of any physical restraint used on their child the same day or as soon as reasonably practical.

***Corporal punishment is never used.***

## **Intervention**

If a child physically attacks another child or adult and does not respond to requests to calm down, then physical restraint may be necessary.

The child should be removed from the situation as soon as possible and taken to the Headmistress.

The incident book should be filled in and the situation discussed with the Headmistress who will then take immediate action to involve the parents.

The Headmistress will work with the member of staff and parents to devise an action plan to meet that child's needs. This may include the involvement of other agencies – social services, psychological service etc.

Referral for advice to Educational Psychologist or outside agencies will be considered if behaviour persists after **several/two** reviews of individual programme.

## **The use of Schoolbase**

It is important that any relevant information regarding a child is recorded on the school's Schoolbase facility. This enables all staff to record, read and share information and provides a historical evidence bank. Any information disclosed will be treated as confidential. The Headmistress and Deputy Head must always be alerted and, if necessary, will advise which staff should be informed. Everyday issues that have been recorded should automatically be sent to all staff.

## **Incident Book**

Serious incidents are recorded in the incident book which is kept in the Headmistresses office. This includes:

- Incidents which result in personal injury.
- Loss, damage or theft of property.

These incidents are ones which may give rise to disciplinary or legal action or become a matter of public interest (for example confrontational incidents, absconding etc).



## **Exclusion**

Exclusion would be applicable only when alternative strategies have been tried and have failed. They may be fixed (suspension) or permanent (expulsion). Only the Headmistress has the power to exclude a pupil from school. This power may not be delegated. In all cases the Headmistress will promptly:

- Inform the Governors.
- Inform the pupil's parents of the period of the exclusion, or that the exclusion is permanent and put it in a letter to parents, a copy to be kept by the school, giving the reasons for the exclusion and include them in the letter to parents.

## **Parents**

Good liaison and relationship with parents is essential for the success of this policy. This can be achieved by:

- Parents recognising that an effective school behaviour policy requires a close partnership between parents, teachers and girls.
- Parents understanding that staff deal with behaviour problems patiently and positively.
- Parents emphasising their support of the school and its expectations and by assisting, when appropriate, with the enforcement of the rules.
- Parents ensuring that there are similar expectations at home eg. table manners.
- Attending Parents' Evenings, parents' functions and by developing informal contacts with school.

**A positive and caring environment, where good behaviour is rewarded and enforced, prepares children for their future lives.**

## **Linked Policies:**

None



# The Granville School Values

At The Granville, we value:

- Team spirit and making a positive contribution
  - Integrity and honesty
  - Tolerance and being kind
  - Courage and perseverance
- Respect and being courteous





## Appendix 2

### Flow chart for breaches of discipline

#### Verbal correction

Children will be given a first and then second verbal correction as a prompt to change their behaviour and the teacher will identify which school rule or value has been breached. The second verbal correction will be given with a reminder that if it happens again, the child will be issued with a verbal warning which is recorded on the school behaviour spreadsheet. If the incident happens at break or lunch time, it will be recorded in the break book.



#### Verbal warning

The child will be told that their behaviour has been corrected twice and now they will be issued with a verbal warning which the teacher will record on the school behaviour spreadsheet. The child will be spoken to about which school rule or value has been breached. The sanction at this stage is decided by the teacher relevant to the misdemeanour that has occurred and the age of the child—time out during play time, missing break etc. These children will be flagged at the weekly staff meeting so all staff are aware. An email will be sent home by the form teacher to parents *only if necessary and appropriate*.



#### Copy

When a child has received 3/5? verbal warnings within a half term, they will be issued with a 'copy' by the Deputy Head. This involves missing their break time to meet with the Deputy Head to discuss their behaviour and decide how they can be supported to change. They will be given work to copy out which states the rules/values which have been broken and how they intend to modify their behaviour to improve. Parents will be notified by the form teacher. The copy will be recorded on the school behaviour spreadsheet and on Schoolbase by the Deputy Head.



#### Headmistress Sanction

When a child has received 3? copies in a term, they will be referred to meet with the Headmistress. This will be logged in the sanction book/bullying log (if appropriate) and on Schoolbase. Parents will be notified. Child may be asked to write a letter of apology or may miss out on a school event or treat.

*\*Depending on the severity of the breach of discipline, the child may skip one or two of the steps listed above.*