Promotion of Good Behaviour and Positive Relationships Policy

(Including Early Years Foundation Stage)

This is a policy for the encouragement of good behaviour and positive relationships, and covers the rewards given and sanctions which are used when necessary.

Our Granville Values are at the heart of our promotion of positive behaviour and it is who we are, whether pupil or staff. The expectation is that any member of the Granville community treats each other in this way.

Our Values are:

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

At The Granville there has been a long tradition of courtesy, consideration, care of others, honesty, respect and positive 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.

Aims

- To create a caring, community 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 calm, 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 eye contact and possibly 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

Positive Education across the school

Positive Education is a fully resourced, researched based wellbeing programme developed over many years, and for which the school has an annual subscription. In addition to PSHCE, Positive Education is taught weekly from Reception to Year 6. All form teachers have access to the Positive Education Enhanced

Curriculum website and associated lesson plans and resources. The programme is an explicit curriculum designed for teachers in school to teach the key concepts of wellbeing so that their pupils can live healthy and fulfilling lives. Children are encouraged to develop skills to help them to nurture the six domains of Positive Relationships, Positive Emotions, Positive Health, Positive Engagement, Positive Accomplishment and Positive Purpose. The skills taught in the Positive Education programme link to our Granville Values of Integrity and Honest, Respect and Being Courteous, Team Spirit and Making a Positive Contribution, Courage and Perseverance, Tolerance and Being Kind.

REWARDS

House Points

From Year 1 upwards, 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 week, the house point tokens are collected and counted by the House Captains. The winning house is announced in assembly the following Friday and a poster displayed in the cloisters each week to show the winning scores.

Termly house point totals are announced at end-of-term assemblies and termly house winners are rewarded with a non-uniform day. The total house points for the year earns the winning house the House Point Sheild which is awarded in the final assembly and the shield then hangs on the display board of the winning House.

Good Works

From Reception upwards, 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 added to the weekly newsletter. 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. Girls then have a chance to earn another badge of a higher calibre.

Value Points

From Reception upwards, Value points are awarded to girls who have demonstrated the Granville School values. The points are recorded in the classrooms and every week there is a specific value focus. A weekly winner from each class, who has demonstrated this particular school value and achieved the most value points, is announced in assembly on Monday and those girls are awarded a certificate and the chance to have their breaktime on Monday with The Headmistress and the school dog as a treat. Value points are totalled up at the end of every half term and the girl with the highest total is awarded a certificate and celebrated in assembly. Girls who have achieved 2 or more value points in each category are awarded a Value Badge. All value winners are celebrated in the school newsletter. Value points are also added to the House Point totals at the end of each to determine the winning house.

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 Pathway chart

The class teachers deal with minor breaches of discipline. This should be done in a caring and supportive way, ensuring that the child understands what rule or value they have broken and why sanctions may be used.

Teachers follow the Behaviour Pathway chart as outlined in Appendix 2.

Teacher's correction – Form teacher's warning – Deputy Head sanction – Headmistress sanction

When giving a verbal warning, the teacher will record this on SchoolBase Daybook – this is a record of low-level behaviour issues – and email these to the form teacher, Deputy Head and Headmistress. Sanctions at the verbal warning stage will be appropriate and specific to the age of the child and the misdemeanour that occurred. Sanctions at the verbal warning stage may include:

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

Any issues arising at playtime should be recorded on SchoolBase Daybook and emailed to staff as above, but may also 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. If staff note behavioural issues in these playground books, they must then be uploaded to SchoolBase Daybook afterwards. The Head and Deputy Head will be alerted weekly of all daybook entries will look through them 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 'Deputy Head Sanction'

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 initially by the form teacher through the SchoolBase Daybook entries. Depending on the age of the child, several verbal warnings that have been recorded on the daybook entries will result in the child being given a Deputy Head sanction. Children may move straight to the 'Deputy Head sanction' part of the sanctions if a serious issue arises. A 'Deputy Head sanction' 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 plan which may be drawn up (see below). Parents will be kept informed of progress.

Individual Plans

- Identify objectives and address one target at a time. This may be done in conjunction with the form teacher, relevant teaching staff and/or SENCO.
- 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 and praising these..
- 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 made aware.

Major Breaches of Discipline

Teachers should communicate all problems of a more serious nature to the Deputy Head and Headmistress as soon as possible. In more persistent cases or major breaches of discipline (such as wilful damage to school property, dangerous or offensive behaviour, continued serious disruption to learning, etc) the following procedures should be followed:

1. Send child to Deputy Headmistress. Incident recorded on SchoolBase Daybook and bullying/behaviour log.
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 form teacher. 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 and/or DDSL 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. This includes the use of a weighted blanket.

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 and Behaviour/Bullying log

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 on SchoolBase Daybook should be sent to all relevant staff at time of input.
An incident of a serious nature, or where bullying has been suggested, is recorded on a password protected log kept by the Deputy Head. This is reviewed half termly in order to spot any patterns occurring which can then be dealt with as necessary.

Serious Incidents Log

Serious incidents are recorded in this log which is kept in a password protected area. This includes:

- Incidents which result in serious 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 children.
- 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 e.g. 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

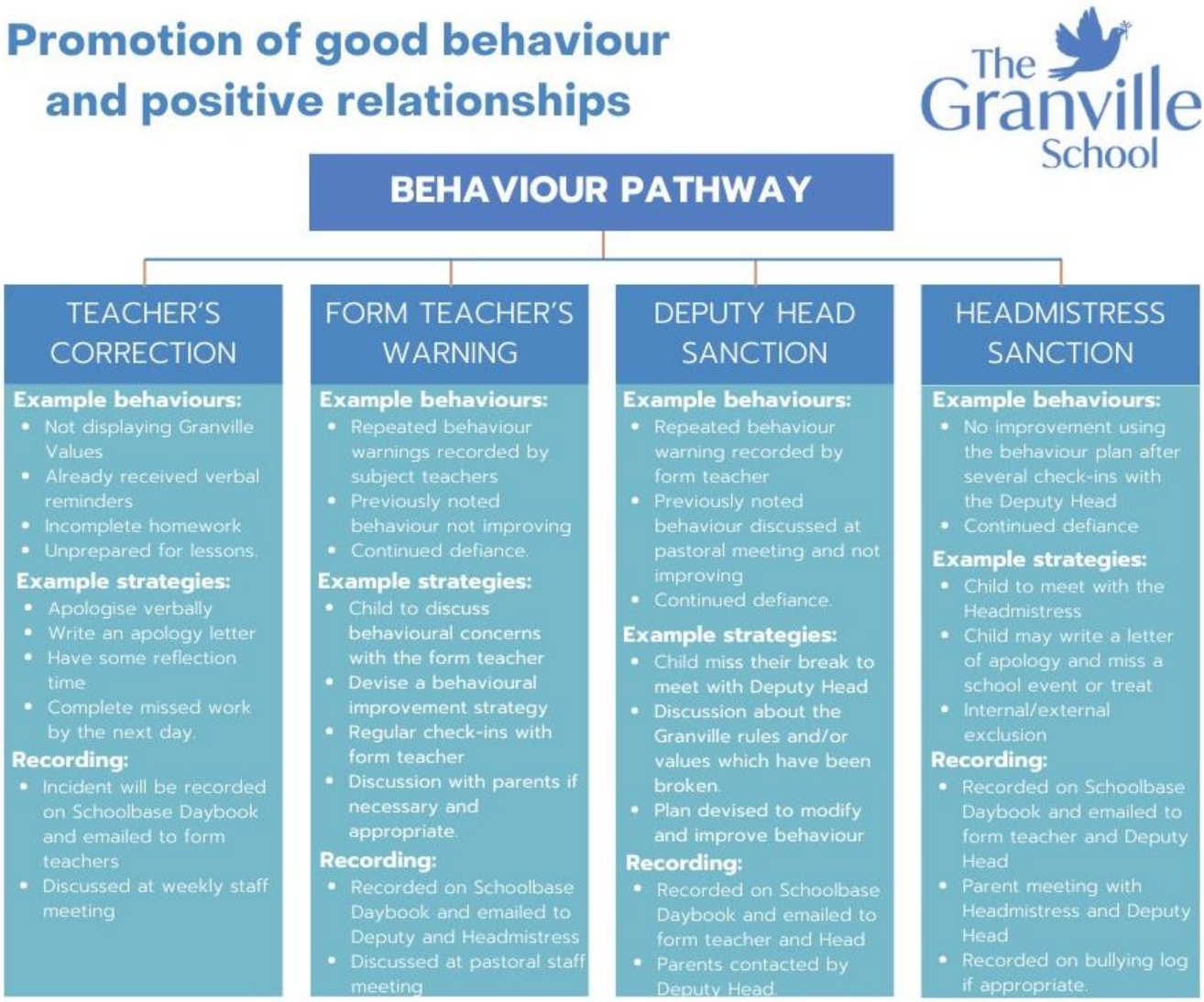
Appendix 1

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


Promotion of good behaviour and positive relationships
The Granville School
BEHAVIOUR PATHWAY
TEACHER'S CORRECTION
Example behaviours:
Not displaying Granville Values
Already received verbal reminders
Incomplete homework
Unprepared for lessons.
Example strategies:
Apologise verbally
Write an apology letter
Have some reflection time
Complete missed work by the next day.
Recording:
Incident will be recorded on Schoolbase Daybook and emailed to form teachers
Discussed at weekly staff meeting
FORM TEACHER'S WARNING
Example behaviours:
Repeated behaviour warnings recorded by subject teachers
Previously noted behaviour not improving
Continued defiance.
Example strategies:
Child to discuss behavioural concerns with the form teacher
Devise a behavioural improvement strategy
Regular check-ins with form teacher
Discussion with parents if necessary and appropriate.
Recording:
Recorded on Schoolbase Daybook and emailed to Deputy and Headmistress
Discussed at pastoral staff meeting
DEPUTY HEAD SANCTION
Example behaviours:
Repeated behaviour warning recorded by form teacher
Previously noted behaviour discussed at pastoral meeting and not improving
Continued defiance.
Example strategies:
Child miss their break to meet with Deputy Head
Discussion about the Granville rules and/or values which have been broken.
Plan devised to modify and improve behaviour
Recording:
Recorded on Schoolbase Daybook and emailed to form teacher and Head
Parents contacted by Deputy Head.
HEADMISTRESS SANCTION
Example behaviours:
No improvement using the behaviour plan after several check-ins with the Deputy Head
Continued defiance
Example strategies:
Child to meet with the Headmistress
Child may write a letter of apology and miss a school event or treat
Internal/external exclusion
Recording:
Recorded on Schoolbase Daybook and emailed to form teacher and Deputy Head
Parent meeting with Headmistress and Deputy Head
Recorded on bullying log if appropriate.