

Grampound Road Village CE School Behaviour Policy

At Grampound Road Village CE School we aim to give all pupils:

- ✚ Access to a rich curriculum which enthuses and equips them for life as citizens in the 21st century.
- ✚ Opportunities to explore their own developing Christian faith and to have respect for the faith of others.
- ✚ High self-esteem by feeling valued as a member of our school.
- ✚ A sense of fair play, treating others with dignity and respect.
- ✚ The chance to enjoy taking part in a vibrant, forward looking school, moving their learning forwards.

Grampound Road Village CE School Vision: Together with love we can discover, inspire and thrive.

Trauma Informed Schools (TIS):

TIS is a dynamic, developmental approach to working with children that supports their emotional and social wellbeing. It is based on the latest research in neuroscience, attachment theory and child development, drawing on research into the role of creativity and play in developing emotional resilience.

Knowledge of social and emotional learning supports the school in planning experiences, activities and opportunities and reinforces our understanding that learning happens across the whole day, especially during break times where less structured interactions enable pupils to develop their social and emotional learning and apply skills that are vital for healthy development.

We recognise that it is important for adults to understand where a child is in terms of their mental and emotional health and this approach supports staff with how to differentiate their relationship with children in order to support their development. It also gives basic guidance so that some change can be made through understanding where the child is functioning from and practical activities, which facilitate the development of this relationship. As part of this, the school also has access to a comprehensive and flexible reporting tool for tracking change over time, for both individuals and groups of pupils.

Learning to be skilful in relationships and ready for challenges requires experiencing, descriptive feedback, reflection, modelling and teaching from adults and peers. Addressing early emotional developmental needs builds resilience, decreases the risk of mental illness, prepares children to take their place within a community and equips them to be ready and willing to learn.

Life events can introduce episodes, which become interruptions to some children's development. The TIS programme supports adults in creating a differentiated provision in response to need with reparative strategies as part of systematic actions.

With a programme of continuous development, our vision is for all our staff to receive training and to use this insight to build healthy development, encourage pupils to increasingly self-regulate and embed strategies in social and emotional learning and positive behaviour choices, therefore underpinning academic progress.

General policy statement:

All staff, councillors, volunteer helpers, students and visitors need to give due regard to all of the policies and practices adopted by the school. Whilst it is acknowledged that people other than staff cannot be expected to read every policy before a visit to the school, it may be that further guidelines are necessary upon arrival. All staff carry responsibility for the welfare and success of the pupils in our school. Staff will advise anyone who is working alongside us of the necessary protocols, procedures and policies we follow.

Rationale:

We aim to continually deepen our understanding of how social and emotional learning develops and can be supported and how this underpins our capacity and availability for wider academic learning. We recognise this is core to our work as a school. All of our staff have had training in order to deepen their knowledge further. Our school environment, resources, learning approaches, timetable and planning are all informed by our understanding of how importantly each impacts on social, emotional and academic development and learning. Drawing all these elements together is a long-term vision for the school.

We recognise that behaviours can be learned and within our cognitive awareness, but also that they can be unconscious, patterned, non-problem solving defence or discharge responses and might feel overwhelming. Attentive, observant adults working in relationship with children are required in order to recognise behaviours, identify the underlying needs and respond in appropriate ways. We are very clear that everyone has the right to feel safe, feel special and to have their needs met. Therefore, our Behaviour Policy reflects the deeper, important social and emotional learning that each child needs to develop, both personally and within our community, where consistent containment aims to ensure that one individual's need and learning does not adversely impact on another's. We are a community with a commitment to tolerance and inclusion. The development of positive social, emotional and learning behaviours is at the heart of our Behaviour Policy.

Social and emotional competencies have been found to be a more significant determinant of academic achievement than IQ.

Duckworth and Seligman 2005

School based programmes of social and emotional learning therefore have the potential to help young people acquire the skills they need to make good academic progress.

British Educational Research Journal 2013

OUR RULES FOR LIFE

Be Ready
Be Respectful
Be Resilient
Be Kind
Be Safe

Each and every child is valued at Grampound Road Village CE School as a unique individual and is supported and encouraged to achieve the school's high expectations of good behaviour. Every member of the school community is responsible for modelling and promoting these high expectations of behaviour both in and out of the classroom.

Aims:

- ✚ The policy aims to help children to understand, regulate and manage emotions, to apply thinking between feeling (sensation and emotion) and action, and to increasingly show empathy and understanding to others is core to our learning.
- ✚ We aim to enable pupils to experience challenges, succeed in their learning and have a sense that learning can be fun and relevant to their lives; to become independent, self-aware learners – socially, emotionally and academically, to be enthusiastic and foster a willingness to take risks.
- ✚ From the earliest opportunity pupils will be encouraged to build tolerance, make good choices and take responsibility, in readiness for them taking their place in society.
- ✚ Children will gain a sense of pride and build self-awareness through planned and incidental social and emotional learning and positive experiences; this is part of the ethos of our school.
- ✚ We aim to help children develop into people with a clear sense of responsibility and an understanding of their place in the world.
- ✚ We provide a Christian environment and instil a Christian ethos that enables us to love our neighbour.

Approaches to developing positive behaviours:

- ✚ High quality, differentiated education which involves pupils, builds on success, ensures progression, involves and informs parents.
- ✚ For social, emotional and academic learning to be recognised, planned for and with explicit descriptive feedback across the day, within the classroom and during transitions and play times.
- ✚ Our Christian distinctiveness holds firmly in line with our commitment to learning in relationship, with Acts of Worship, Open the Book and R.E. deepening our beliefs and understanding.
- ✚ Programmes of Citizenship and PSHE, (Personal, Social, Health and Education) used as rich opportunities which are part of all areas of school life and learning.
- ✚ To encourage children to recognise sensations and therefore emotions, to manage feelings by separating feelings and actions and allowing opportunities for thinking to take place between the two.

- ✚ For children to become increasingly self-aware, taking responsibility for themselves and their actions in age-appropriate ways.
- ✚ To recognise and use incidents which are against our Rules for Life and agreed expectations as an opportunity for learning, both for pupils involved and for adults planning next steps.
- ✚ Where need is identified, for structured, tailored, group and individual programmes, creative activities and outdoor learning to be incorporated into action plans.
- ✚ Any plan of action is agreed and shared in a working partnership with parents and Carers.
- ✚ For individuals with Special Needs (SEND) to be recognised within our behaviour systems with appropriate scaffolded support to ensure they can manage within boundaries that are recognised as fair and consistent for all.
- ✚ Varying groups and working with different members of our school community to build tolerance and inclusion.
- ✚ The way we reinforce positive behaviour choices to be based on our positive, clear and consistent responses within boundaries that offer safe containment;
- ✚ The consequences for appropriate and inappropriate behaviour choices to be agreed and known to all involved.
- ✚ Adults to be observant, open and inclusive, act as role models, particularly in how respect is shown, and co-regulators as needed.
- ✚ We reward positive behaviour, challenge inappropriate behaviour and set achievable targets for development.
- ✚ Using Team Teach / physical intervention may all be part of a positive behaviour Approach.
- ✚ Using fixed term Internal or external suspensions may all be part of a positive behaviour approach.

Behaviour Agreement

When a child demonstrates appropriate behaviour:

The positive behaviour will be named and a reward will be given:

1. My teacher will praise me and I might get a sticker.
2. I will earn Class Dojo points.
3. I might get a 'values' token.
4. A note or text message might go home to my parents.
5. I can contribute to a whole class reward.
6. I might have my name put on the recognition board.

When a child demonstrates inappropriate behaviour:

If a school rule is broken, a verbal warning will be issued. The adult will state, "I am giving you a verbal warning." The child has an opportunity to change their behaviour. The class teacher may at this point decide to ask the child to move (within the classroom) or use a T.A to de-escalate the behaviour.

Reasons for a verbal warning

- ✚ calling out after being warned once already
- ✚ not following simple instructions (including in the dinner hall)
- ✚ answering an adult back
- ✚ inappropriate comments / noises
- ✚ damage to school equipment
- ✚ refusing to cooperate/complete enough work
- ✚ behaving in an inappropriate way anywhere inside the school building
- ✚ persisting in irritating other children
- ✚ being unkind to other children
- ✚ preventing other children from learning
- ✚ unacceptable playground behaviour

If the rule continues to be broken with direct intent, then the child then misses five minutes of the next playtime or lunchtime to reflect upon their actions with an adult. If this happens three times, then the teacher will contact the parent. This will be logged on my concern by the class teacher. If this unacceptable behaviour happens six times their parents are informed via a letter home and

they will be invited to a meeting with the head of school and the child will be put on a two-week behaviour plan. This will be logged on my concern via the class teacher. A class teacher will support the child during the loss of break time. We recognise unstructured time can be very difficult for some children to manage.

Physical Intervention

A decision to use physical intervention to support a child should be based upon a dynamic risk assessment. The use of force is likely to be legally defensible when it is required to prevent:

- self-harming
- injury to other children, service-users, staff or teachers
- damage to property
- an offence being committed and
- in school settings, any behaviour prejudicial to the maintenance of good order and discipline within the school or among any of its pupils.

In these instances, another safe room may be used when:

- (a) helping the pupil to manage their own emotional state;
- (b) reducing the danger to staff/pupils and or removing the disruptive behaviour from the body of the school;
- (c) reducing the need for prolonged use of physical intervention.

Serious breach of the school rules and Behaviour Policy

For a serious breach of the school rules and Behaviour Policy the Head of School can issue a consequence:

- ✚ Exclusion from an after-school club
- ✚ Exclusion from a visit
- ✚ Exclusion from a special visitor
- ✚ Internal half-day exclusion (working away from peers)

These consequences can be put in place for a child who:

- ✚ puts other children/adults at risk from their behaviour
- ✚ demonstrates complete non-compliance
- ✚ self-exits the school building and/or grounds,
- ✚ puts themselves at risk from their behaviour
- ✚ extreme physical aggression towards others
- ✚ bullying behaviour

The decision on the appropriate consequence will be made by the Leadership Team and will be dependent on the specific incident.

If a child's behaviour continues to cause concern, the following options will be considered: Special Educational Needs will be reviewed, eg. School support, multi-agency involvement, managed move to another school, Educational Welfare Officer, involvement of Police Community Support Officers.

Fixed term suspensions will be used where the school Behaviour Policy is severely breached: where there is persistent disruptive behaviour and lesser consequences are deemed inappropriate. Fixed term suspensions may be used if the child is putting themselves, other children or adults at risk of harm by their behaviour, they demonstrate complete non-compliance or if they have caused damage to school property. Please refer to the Suspension Policy for further information. Permanent exclude is always a last resort. A decision to permanently exclude will only be taken if there is a serious breach of the Behaviour Policy; and if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

A permanent exclusion can only be authorised by the CEO and must only be done after consultation with the Chair of Directors concerning the intention to impose this sanction, although

the final decision rests with the CEO. Please refer to the Suspension Policy for more information. Other school policies that support this policy: Children in Care, Complaints, Child Protection and Safeguarding, Anti-Bullying, Use of Physical Restraint, SEN local offer, Code of Conduct for parents, Single Equality Scheme, Intimate Care.

Our school recognises that radicalisation is a safeguarding issue and has clear procedures in place to assess the risk of, and protect, our pupils from being drawn into radicalisation. We recognise that general safeguarding principles apply to keeping children safe from the risk of radicalisation as set out in the relevant statutory guidance.

Behaviour in a nutshell

OUR RULES FOR LIFE

- Be Ready**
- Be Respectful**
- Be Resilient**
- Be Kind**
- Be Safe**

When a child demonstrates appropriate behaviour:

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- My teacher will praise me and I might get a sticker.
- I might earn Class Dojo points.
- I might get a 'values' token.
- A note or text message might go home to my parents.
- I can contribute to a whole class reward.
- I might have my name put on the recognition board.
- We will celebrate the success of others, eg. with a round of applause.

When a child demonstrates inappropriate behaviour:

- If a school rule is broken, a verbal warning will be issued.
- If the rule continues to be broken with direct intent, then the child then misses five minutes of the next playtime or lunchtime to reflect upon their actions with an adult.
- If this happens three times (3 losses of playtime) the teacher will contact the parent.
- If this unacceptable behaviour happens six times their parents are informed and they will be invited to a meeting with the head of school and the child will be put on a short-term behaviour plan.