

Relationships (Behaviour) and Exclusions Policy

“Attachment is the solution and not the problem.”

The Grove Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners. We adhere to a trauma informed approach and believe in the therapeutic understanding of behaviour which is a communication of an unmet need.

| Aim of the policy | Purpose of the policy |
|--|---|
| <ul style="list-style-type: none"> • To create a safe environment for all learners to see success • To create a culture of exceptionally good behaviour for learning, for community for life • To ensure that all learners are treated fairly, shown respect and to promote good relationships. • To refuse to give learners attention and importance for poor conduct • To help learners understand their behaviour and be responsible for the consequences of it. • To build a community which values kindness, care, good humour, good temper, obedience and empathy for others. • To promote community cohesion through improved relationships. • To ensure that excellent behaviour is a minimum expectation for all. | <p>To provide simple, practical procedures for staff and learners that:</p> <ul style="list-style-type: none"> • Recognise behavioural norms • Positively reinforces behavioural norms • Promote self esteem and self discipline • Teach appropriate behaviour through positive interventions |

| The Six Pillars of practice which underpin our vision, values and aims | Our school rules/values which underpin our ethos, vision and values |
|---|---|
| <ul style="list-style-type: none"> • Consistent, calm adult behaviour • Everyone challenges poor behaviour • First attention for best conduct • Relentless routines • Scripting difficult interventions • Restorative follow up | <ul style="list-style-type: none"> • Ready • Respectful • Safe |

Expectations of Adults:

We expect every adult to:

- 1) Meet and greet each child
- 2) Refer to our values/rules of ready, respectful and safe
- 3) Model positive behaviours and meet the needs of all learners
- 4) Use a visible recognition mechanism throughout the day (Class Dojo; Brilliance Board)
- 5) Plan lessons that engage, challenge and meet the needs of all learners
- 6) Be calm and give “take up time” (time for the child to implement the change in behaviour) when going through the steps
- 7) Prevention rather than sanctions (see page...)
- 8) Follow up everytime, retain ownership and engage in reflective dialogue with learners

9) Never ignore or walk past learners who are behaving badly

Teaching staff will uphold the Teachers' Standards. 'Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self critical; forge positive professional relationships; and work with parents in the best interests of their pupils.' Teaching Assistants will uphold the TA Standards.

Expectation of SLT members

SLT members are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners

SLT members will be

- 1) Be a visible presence to encourage appropriate conduct
- 2) Support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations
- 3) Regularly celebrate staff and learners whose efforts go over and above expectations
- 4) Encourage use of school's rewards and Positive Phone Calls
- 5) Ensure staff training needs are identified and targeted
- 6) Use behaviour data to target and assess interventions (Behaviour Lead)
- 7) Make sure that the 'buck stops here' in most cases

Expectations of Headteacher and Deputy Headteacher

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Headteacher and Deputy Headteacher will:

- 1) Meet and greet learners at the beginning of the day
- 2) Be a visible presence around the site and especially at transitions
- 3) Celebrate staff, leaders and learners whose effort goes over and above expectations
- 4) Regularly share good practice
- 5) Support teachers and middle leaders in managing learners with more complex or entrenched negative behaviours
- 6) Use behaviour data to target and assess our behaviour policy and practice.

Recognition and Rewards

We recognise and reward learners who go 'over and above' our standards. Our staff understand that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners who are hardest to reach. A quiet word of personal praise can be as effective as a larger, more public, reward. Pupils and staff are recognised for going 'over and above' in terms of demonstrating our core values, upholding school rules and displaying positive attitudes. Children are encouraged to show initiative by playing an active role in good behaviour, rather than passive compliance. Examples of this include to pick up a piece of rubbish and place in the bin rather than walking past it; answering questions in lessons rather than sitting quietly.

At The Grove, we recognise good behaviour, effort and conduct in the following ways:

- 1) Weekly Rosette Celebration Assemblies
- 2) Headteacher and Deputy Headteacher Certificates
- 3) ½ termly Celebration Breakfast

- 4) Class DoJo
- 5) Verbal praise
- 6) Glimpse of Brilliance
- 7) Positive phonecall home or catching a parent on the door
- 8) Above and Beyond cards
- 9) Individual teacher recognition awards

Managing Behaviour

Engagement with learning is always our primary aim at The Grove. For the vast majority of our learners, a gentle reminder is all that is needed. Occasionally, it is necessary for a child to leave the classroom for a short period of time, but steps should always be followed with care and consideration, taking individual needs into account. Staff at the Grove praise the behaviour we want to see and do not focus on the undesirable behaviours. All learners are given take up time in between steps.

Steps for Managing and teaching about behaviour

Poor Behaviour Learners are held responsible for their behaviour. Staff at The Grove deal with behaviour without delegating. Staff use the steps below for dealing with poor conduct (Appendix B):

| Step | Action |
|-------------|--|
| Redirection | Gentle encouragement, a 'nudge' in the right direction. Non-verbal cues, acknowledgement. |
| Reminder | A reminder of our three simple rules: Ready, Respectful, Safe delivered privately. The adult makes the child aware of their behaviour and the learner has a choice to do the right thing. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Repeat reminders if reasonable adjustments are necessary. Praise will be given if the learner is able to model good behaviour as a result of the reminder. Note where others are good role models. |
| Caution | A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. |
| Last chance | Speak to the pupil privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. Use the 30 second scripted intervention: <ul style="list-style-type: none"> • I have noticed that you are...(having trouble getting started, wandering around etc.) right now. • At The Grove, we... (refer to the 3 school rules – ready, respectful and safe) Because of that, you need to... (refer to action to support behaviour e.g. moving to another table, complete learning at another time) See me for 2 (or up to 5) minutes after class/during break. • Do you remember yesterday/last week when you... (refer to previous positive behaviour)? • Thank you for listening... then give the child some 'take up' time. |
| Time out | It is a few minutes to calm down, breathe, look at the situation from a different perspective and compose themselves. 5 minutes maximum. Reset expectations and settle back in SLT must be involved. |
| Repair | This might be a quick chat at break-time in or out of the classroom or a more formal meeting. <u>Restorative Practice:</u> 5 questions is usually enough from the following: <ul style="list-style-type: none"> • What happened? • What were you thinking at the time? • What have you thought since? • How did this make people feel? |

| | |
|--------------|---|
| | <ul style="list-style-type: none"> • Who has been affected? • How have they been affected? • What should we do to put things right? • How can we do things differently next time? |
| Consequences | <p>All consequences must be logical and proportionate. Consequences should be carried out as immediately as possible to prevent pupils feeling shame and to allow a fresh start each day. These should address the primary behaviour and not an secondary behaviours.</p> <p>Protective action – consider immediacy rather than severity, for example</p> <ul style="list-style-type: none"> • Moving a child away from another child • At play/lunchtime, child is moved away to sit on a bench to calm • Use of de-escalation activities/redirection such a colouring; doing a puzzle <p>Logical (educational) consequence, for example:</p> <ul style="list-style-type: none"> • Finishing learning during part of a play time or lunchtime • Repairing a situation – e.g. tidying up the mess made; repairing a relationship (with adult support as needed) • Writing a letter of apology |
| Follow up | <p>Involvement of parents</p> <p>Involvement of SLT</p> |

PACE

At The Grove we use the PACE model to support children in our care.

P **Playfulness**

- Playfulness in interactions can diffuse conflict and promote connection e.g. Maintaining a relaxed 'lightness' and can involve making a joke (though this has to be done carefully)

A **Acceptance**

- Accepting needs and emotions that drive behaviour (not necessarily the behaviour) without judgement

C **Curiosity**

- Being curious to where a behaviour has come from (in your head or out loud...)

E **Empathy**

- Really connecting with how they are feeling and showing compassion

P.A.C.E is an approach developed by Dr Dan Hughes aimed at supporting recovery from developmental trauma. However, it can be a useful attitude to adopt with anyone who is emotionally dysregulated

Illustrated by Aislinn

Serious Incidents:

All serious behaviour matters must be referred immediately to the Headteacher or Deputy Headteacher. Such incidents could include:

- All forms of bullying
- Racist, sexist or homophobic comments
- Physically striking adults or children.

Restorative Practice

The Grove uses Restorative Practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way.

- The restorative questions are displayed on the back of staff lanyards.
- Any form of humiliation or sarcasm is not acceptable.
- Every effort will be made to maintain safety and retain all children's access to learning.
- Efforts will be made to establish the truth of a situation and a 'cooling down' period may be advisable.
- However, issues must be addressed appropriately and promptly.
- Decisions regarding consequences must be considered, reasonable and not made on impulse.
- Where classroom behaviour is disruptive, teachers will apply the procedures from the steps detailed above.

(Appendix C – Restorative Practice approach at The Grove)

Recording

Incidents that should be recorded:

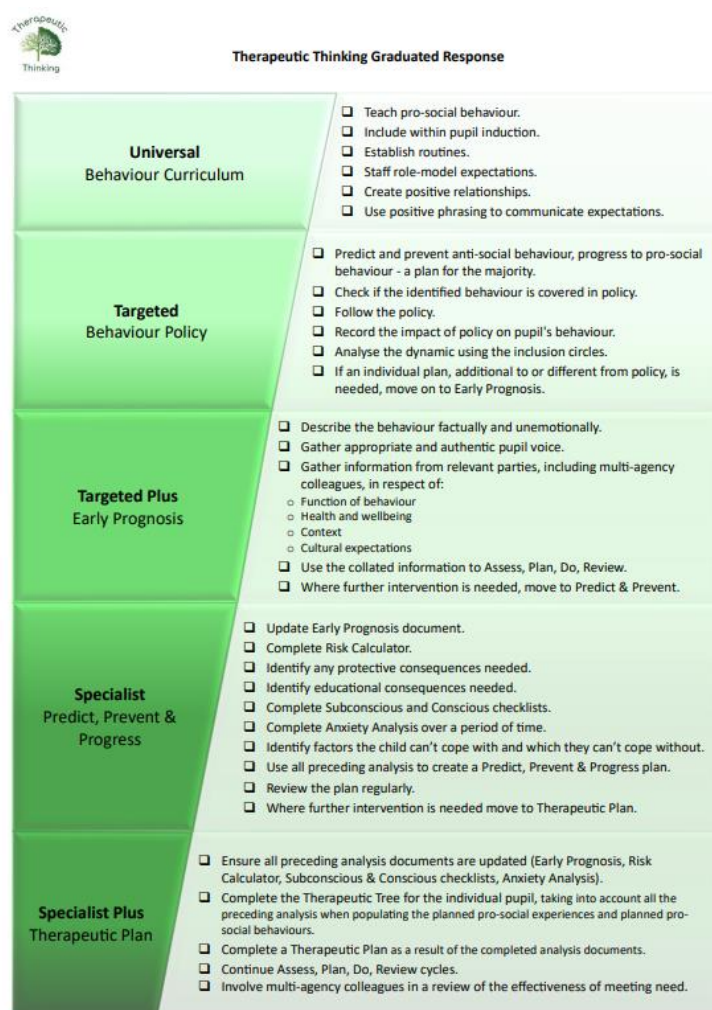
- Physical incidents
- Damage to property
- Repeated defiance
- Persistent Low-Level Disruption
- Verbal incidents

Staff should report any behaviours which are dangerous or are significantly hindering the learning to the Headteacher or Deputy Headteacher. Dangerous behaviours must be reported verbally and immediately.

- Blue folders – class based behaviours which are not dangerous
- Red files for lunchtimes
- My Concern for dangerous behaviours. These should also be reported to Headteacher or Deputy Headteacher immediately

Graduated Response

This is used to support the school in identifying need and providing appropriate support.



Exclusions:

Fixed Term Exclusions/suspensions

At The Grove, we believe that, in general, exclusions are not an effective means of moving behaviour forward. However, in order for children to achieve their maximum academic potential in the school, they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Headteacher may take the decision to exclude for a fixed period. If this decision is taken, work will be set for the pupil to complete at home. Following a fixed-term exclusion, the pupil and parents meet the Headteacher, or Deputy Headteacher to discuss the pupil's reintegration to school and the best way forward to support the child. Each day is a new day and where a child has transgressed, it is expected that they will be welcomed and treated without any resentment when they return.

Permanent Exclusion/Suspension

The Secretary of State for Education feels that permanent exclusion/suspension should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion (See Exclusion Regulations). The governors of The Grove agree with this stance and all policies and procedures are in place to support inclusion of all pupils. Permanent exclusion/suspension should only occur when risk assessment indicates that to allow the child to

remain in school on an on-going basis would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school.

Language:

At The Grove, staff understand that children are learning about themselves, their emotions and those of others. They understand that children sometimes make poor choices or behave in response to physical changes in the brain's chemistry, which lead to undesirable behaviour. As a result, staff use supportive language, appropriate to the situation. They avoid using outdated, emotive and inflammatory language such as 'kicking off', 'naughty', 'abuse', 'assault', 'perpetrator' and 'offender', much of which is more suitable to the criminal justice system.

Pupils' conduct outside the school gates:

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'. Subject to the school's behaviour policy, the teacher may discipline a pupil for any misbehaviour when the child is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school.

Children with Social, Emotional and Mental Health Needs:

Children who exhibit behavioural problems as a result of identified social, emotional and mental health issues are placed on the school's SEND register and provided with individual plans to support them. In these cases, the SENCo will be involved, as well as parents/carers. Strategies already listed will inevitably be used, as well as other therapies such as Lego Therapy, pastoral support, drawing and talking, Blue Smile Counselling. Some pupils may need further support through The Grove's Alternative Curriculum.

Related Policies:

Bullying: The Grove has a separate anti-bullying policy which should be followed if bullying is reported or suspected.

Searching, Screening and Confiscation We follow DfE advice and statutory information regarding this (Searching, Screening and Confiscation: February 2014 DfE).

Power to Use Reasonable Force In order to prevent a child from injuring themselves or others, damaging property, or in order to maintain good order and discipline in the classroom, staff have the power to use reasonable force (in line with the school's Force and Restraint policy).

The Grove Way

This is how we do it here at The Grove.....

At The Grove we have high expectations of learning, behaviour and respect for each other and this underpins all that we do.

Visible Adult Consistencies

- Meet and Greet
- First attention to best conduct
- Calm and caring

Rules/values

- Ready
- Respectful
- Safe

Over and above

- Values?
- Attitudes?
- Effort?
- Thoughtfulness?

Relentless Routines

Wonderful walking

Terrific transitions

Legendary lining up

Behaviour Management and Steps

1. Redirection (Nonverbal cues)
2. Reminder (3 rules privately)
3. Caution (Outlining behaviour and consequences)
4. Last Chance (30 second intervention)
5. Time Out (Cool off elsewhere)
6. Repair (Restorative conversation)

Microscript (30-Second Intervention)

- I have noticed that you are...(having trouble getting started, wandering around etc.) right now.
- At The Grove, we... (refer to the 3 school rules – ready, respectful and safe)
- Because of that, you need to... (refer to action to support behaviour e.g. moving to another table, complete learning at another time)
- See me for 2 (or up to 5) minutes after class/during break.
- Do you remember yesterday/last week when you... (refer to previous positive behaviour)?
- Thank you for listening... then give the child some 'take up' time.

Restorative Conversation

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What should we do to put things right?
- How can we do things differently in the future?

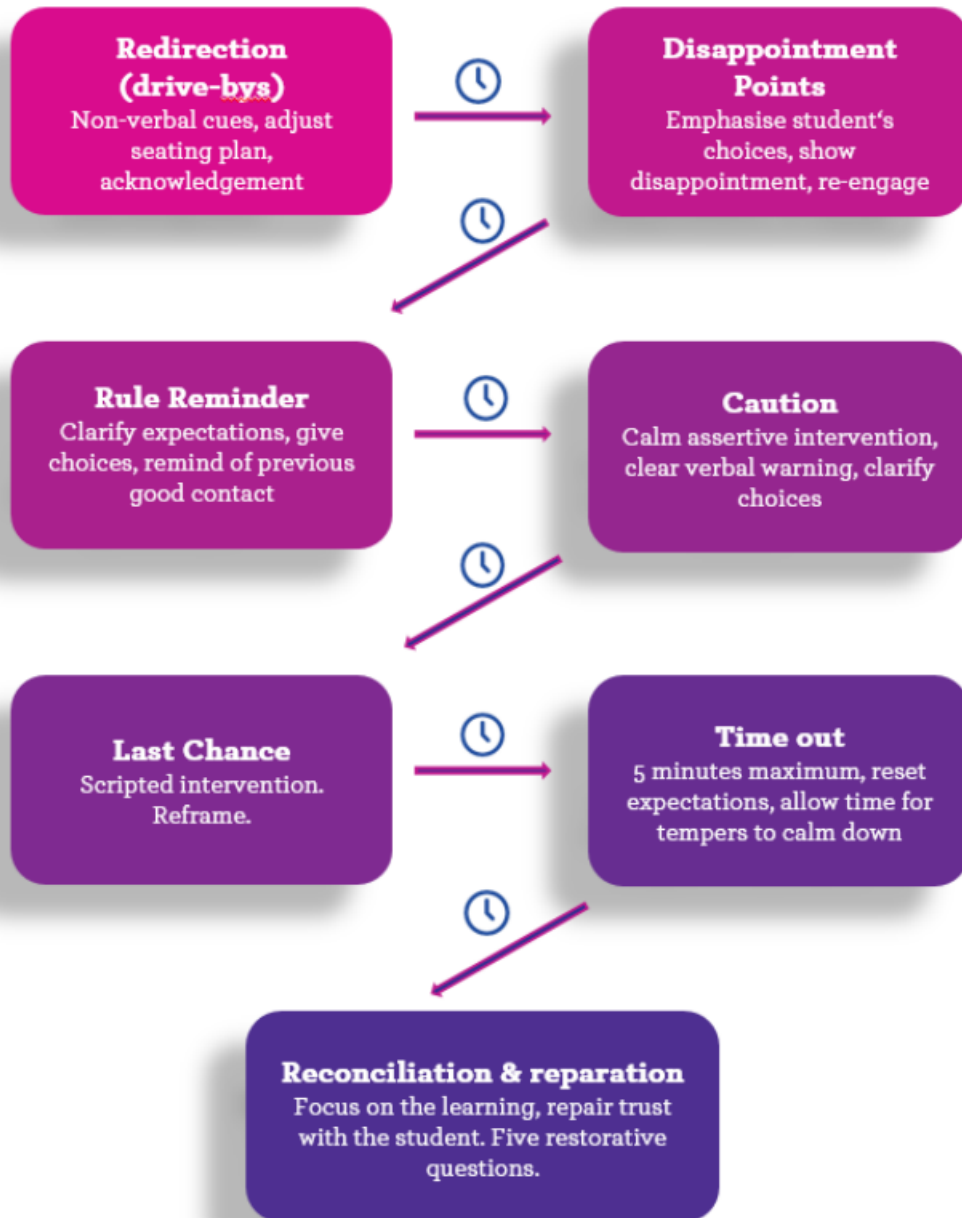
PACE is a way of thinking, feeling, communicating and behaving that aims to make the child feel safe.

Playfulness

Acceptance

Curiosity

Empathy



Appendix C

Restorative Practice at The Grove

The aim of restorative practice is to develop community and to manage conflict and tensions by repairing harm and building relationships.

Why use a restorative approach?

- To build safer, happier schools
- To change behaviour, not punish - punishment doesn't meet needs of any of those involved
- To prevent situations where there may be kudos or 'street cred' attached to any punishment
- To encourage children to take responsibility for their actions
- To encourage children to feel that they belong (base psychological need), rather than being isolated or excluded
- To prevent a child being excluded and marginalisation. This can lead to them becoming an issue in the wider community.
- To develop empathy
- To repair harm
- To teach children the effects of their actions and learn about alternative actions that can be taken in the future.

Staff in school use questions to support the restorative process.

This can be three or four simple questions asked soon after an incident or a more in-depth meeting later in the day.

Comic strips and drawing can be used to support the process.

The length, location and make-up of the session will depend on the incident and pupil(s) involved. The staff member will actively listen to the child(ren) involved and refrain from making assumptions before the issue is discussed.

The child(ren) involved will agree on next steps with the adult facilitator.

Children will not be made to write apology letters if the sentiment is not real. This will be discussed with the child and may follow later.

Restorative Questions

To respond to challenging behaviour:

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think you need to do to make things right?
- How can we do things differently in the future?

Restorative Questions :

To help those harmed by others' actions:

- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What had been the hardest thing for you?