



The Grosvenor Park
C of E Academy

A voice for every child.

'No barriers – No boundaries – No limits'

At Grosvenor Park Academy our vision, built on Christian values, is to be a dynamic community that enables our children to flourish. We will encourage, challenge and inspire our children to exceed their own expectations. Our community will demonstrate love, care and respect to all, regardless of their religious and ethnic background.

Behaviour Policy

'Talk Don't Shout'

Positive Praise and Discipline Policy

Date Agreed - Oct 2019

Review date - Sept 2020

Aims and Objectives of Policy

Our policy aims to promote outstanding behaviour and mutually shared respect. We operate in a culture where values of respect, care and love are learnt and we:

PIP- Praise in public
RIP- Reprimand in private

All staff will be responsible for delivering a consistent approach to dealing with and rewarding children's behaviour in school. Children respond best to dignity and respect and we must make sure that we uphold the overarching principle of this policy. Volunteers, sports coaches or any peripatetic staff share in our values and will follow our codes of conduct and report incidents of poor behaviour to the appropriate member of staff should the need arise.

Relationships are everything. All relationships are built on mutually-shared respect and it is our job as educators to ensure that children feel valued, special and happy within this school context. All staff need to have a firm understanding of all children's needs in their class and a global awareness of others within this school. We all must endeavour to understand that our relationships with the children extend beyond the classroom environment and into all aspects of school life. It is important we share, where appropriate, all key information relating to children through professional dialogue.

Respect is always reciprocal and if you feel a child has limited respect for you, they may also have low self-respect. Children need to feel 20ft tall and if they do, they can challenge the world. In this school a shared consistent approach to treating children as individuals whilst encouraging them to understand team values is at the heart of what we do best.

This system will be underpinned by our agreed school rules

Ready
Respectful
Safe

These are statements which can easily be understood by even our youngest children and show how we expect children to behave in school. Rather than manage behaviour, we work on behaviour, making sure we avoid shouting through a calm measured approach. It is up to us as professionals to be consistent, calm and confident when managing behaviour. The focus is on making sure that the children learn to follow what we deem acceptable standards of behaviour in our school.

We **PIP** and **RIP**, which is our guiding principle in school life.

Our rules will cover the following areas:

1. Lessons - these will be our agreed standards of acceptable behaviour.
2. Assemblies - agreed approach to behaviour in assembly.
3. Break and lunch times - how we play together and communicate with each other at lunchtimes.
4. Trips and visits within the community.

Our School Rules	Visible consistencies	Over and Above Recognition
Ready Respectful Safe	<ul style="list-style-type: none"> • Daily meet and greet • Persistently catching children doing the right thing and praising them for it • Picking up on children who are failing to meet expectations • Accompanying children to the exit at the end of every day • Praising in public (PIP) • Reminding or reprimanding in private (RIP) • Consistent specific language • Use of non-verbal signals • Calmness and clarity • Demonstrate high expectations 	<ul style="list-style-type: none"> • Recognition boards • Certificates • Stickers • Phone call/text home • Specific verbal praise • Notes/photocopied work sent home • Class Rewards • Show work to another adults • Head of School award • Sitting on top table

Policy Implementation

Rewards

- Children will be rewarded with verbal praise immediately when they follow the rules.
- House points will be awarded for recognition of positive behaviour. Each child will be a member of one of four houses - Owls, Squirrels, Hedgehogs, Badgers.
- House points will be collected weekly and the house with the most points at the end of every half term will be awarded the House Trophy.
- Each class will have its own recognition board for 'over and above' behaviours.
- Children will be awarded 'Star of the day' and will be given a sticker based on their previous day's efforts in relation to the behaviours on the recognition board - 1 child/class/day.
- Weekly celebration assemblies to award children with 'Star of the Week' and 'Learner of the Week'. The children to be aware of the specific reason for the award. *e.g. X is learner of the week due to the resilience they showed editing their writing, X is star of the week for her positive attitude when faced with challenges.*
- Over and above behaviour is rewarded with a place at Friday's 'Top Table'
- Staff will ring/text home to share examples of 'Over and Above' behaviours.
- Notes will be sent home or photocopies of outstanding work.
- Children will be sent to share their work with other adults in the school.
- Children will receive a Head of School award for exceptional behaviour/work.
- The class will receive golden time (15 mins) when the teacher believes that they deserve it due to 'over and above' behaviours.
- Positive comments in the reading log/on the bottom of homework.

Consequences

Consequences *should*

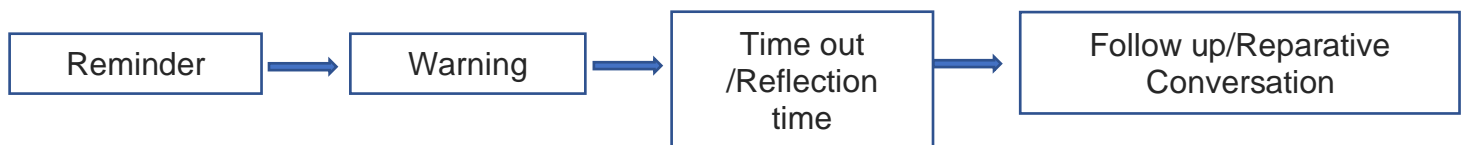
1. Make it clear that unacceptable behaviour affects others and is taken seriously.
2. Not apply to a whole group for the activities of individuals.
3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure.

Consequences need to be in proportion to the action. It should also be made very clear that it is the behaviour that is unacceptable, and any consequence should address this, not be made personal to the child.

Adult Strategies to Develop Excellent Behaviour

- IDENTIFY the behaviour we expect
- Explicitly TEACH behaviour
- MODEL the behaviour we expect
- PRACTISE behaviour
- NOTICE excellent behaviour
- CREATE conditions for excellent behaviour

BEHAVIOUR PATHWAY



Should you feel, using your professional judgement, a senior member of staff needs to be part of the Follow-up /Reparative Conversation then follow the guidelines below:

Sent to Key Stage Leader/Head of School
Parents phoned
Parents called to school
Seclusion
Exclusion

In the cases of extreme behaviour, a child will be given time to calm down and then will be expected to work for half a day away from the group on their own as a consequence (seclusion).

Instructions

Staff will give clear verbal and non-verbal instructions: they will say what they expect to see e.g.

- “If you need my help, put your hand up and sit in your seat.”
- If a child does not follow such an instruction, they will be given a non-verbal signal to remind them what to do.
- Specific descriptive praise will be given to children who follow the instructions e.g. “You put your hand up and waited your turn. Thank you.”
- Use of a non-verbal recognition of compliance

Consistent Routines

The school will adopt routines, which will be used consistently across the school e.g.

- Hand signal for children to stop and listen. For those who need this breaking down, teachers will use the following instructions accompanied by non-verbal hand signals.
“One. Stop, Two. Equipment down. Three. Eyes on me”

This policy will be monitored for consistency across the school.

SCRIPT FOR MANAGING BEHAVIOUR

Stepped Boundaries - Gentle Approach, use child's name, child level, eye contact, deliver message.	
1. REMINDER	<p>I noticed you chose to (noticed behaviour)</p> <p>This is a REMINDER that we need to (be ready, be respectful, be safe)</p> <p>You now have the chance to make a better choice</p> <p>Thank you for listening</p> <p>Example - 'I notice that you're running. You are breaking our school rule of being safe. Walk. Thank you for listening.' OR 'You need to keep safe. Thank you for walking'</p>
2. WARNING	<p>I noticed you chose to (noticed behaviour)</p> <p>This is the second time I have spoken to you.</p> <p>You need to speak to me for two minutes after the lesson.</p> <p>If you choose to break the rules again you will leave me no choice but to ask you to, (work at another table/work in another classroom / go to the quiet area etc) (learner's name),</p> <p>Do you remember when (model of previous good behaviour)?</p> <p>That is the behaviour I expect from you. Think carefully. I know that you can make good choices. Thank you for listening / I'm glad we had this conversation.</p> <p>Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'</p>
3. TIME OUT	<p>I noticed you chose to (noticed behaviour)</p> <p>You need to.....(Go to quiet area / Go to sit with other class / Go to another table etc)</p> <p>Playground: You need to(Stand by other staff member/ me / Sit on the picnic bench/ stand by the wall etc).</p> <p>I will speak to you in two minutes.</p> <p>Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'</p> <p>*DO NOT describe child's behaviour to other adults in front of the child.</p>
4. FOLLOW UP – REPAIR & RESTORE	<p>What happened? (Neutral, dispassionate language).</p> <p>What were you feeling at the time?</p> <p>What have you felt since?</p> <p>How did this make people feel?</p> <p>Who has been affected? What should we do to put things right? How can we do things differently?</p>
*Remember it's not the severity of the consequence, it's the certainty that this follow up will take place that is important.	