

Granby Junior School



Positive Behaviour Policy

Review Date	Approved by	Governor Minute Reference
Sept 2021	FGB 20/9/21	FGB/11/09/21 11.1
Sept 2023	FGB 07/10/23	

Date: Sept 2023



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Granby Junior School

Positive Behaviour Policy

Statement of Intent

At Granby Junior school we believe that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. In our school, we are committed to establishing an ethos of warmth, positivity, mutual respect and clear boundaries for behaviour. We believe strongly that our children learn best when they feel safe, secure and happy. Our Home School Agreement, School Rules, Non-negotiables, Break and Lunchtime rules and Positive Discipline Steps provide clear guidance and our day-to-day methods are underpinned with strategies to motivate children to develop their self-control, resilience and consideration for others in line with our school core values.

CARE to Achieve your BEST

CARE—Confidence And Respecting Everyone, BEST—Believe, Enjoy, Succeed Together

We fully accept that our children will make mistakes and at times demonstrate inappropriate behaviour. On these occasions, staff strive to maintain an atmosphere where children feel safe in learning from their mistakes and we will respond in a calm, consistent manner seizing the opportunity to further the child's personal and social skills.

As a whole school community, governors and staff believe a happy and effective school has the following aims.

We want our children to:

- Feel safe and happy all the time.
- Develop confidence and self esteem.
- Understand and follow school rules.
- Express their pupil voice whilst remaining respectful and polite.
- Be kind, caring and considerate to each other.
- Care for the building, equipment and community.

We expect all adults to:

- Provide excellent role models.
- Manage behaviour in a calm and consistent way.
- Collaborate and support each other.

We would like our parents and carers to:

- Understand these aims.
- Be well informed about their child's achievement and behaviour.
- Support the work of the school.

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Education Act 1996
- The Education Act 2002
- The Equality Act 2010
- The Education and Inspections Act 2006
- The Health Act 2006
- The School Information (England) Regulations 2008
- DfE 'Use of reasonable force' 2013
- DfE 'Behaviour in schools: Advice for headteachers and school staff' 2022
- DfE 'Keeping children safe in education' 2023
- DfE 'Searching, Screening and Confiscation: Advice for schools' 2022
- DfE 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' 2023
- DfE 'Sexual violence and sexual harassment between children in schools and colleges' 2018

This policy should be read in conjunction with the following school policies:

- Thrive Policy
- Anti-Bullying Policy
- Child-on Child Abuse Policy
- Special Educational Needs Policy
- Equal Opportunities Policy
- Physical Restraint Policy
- Safeguarding and Child Protection Policy.

Roles and Responsibilities

School leaders fulfil a strategic as well as operational role in behaviour management of our children. As well as providing advice to staff and parents, they will also consider the effective deployment of resources (including staff reallocation where needed).

The governing body has overall responsibility for:

- Promoting the implementation of this Positive Behaviour Policy and the behaviour procedures at Granby Junior School.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Handling complaints regarding this policy, as outlined in the school's Complaints Policy.

The Senior Leadership Team is responsible for:

- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- Regularly communicating the approach to behaviour management by publishing this policy and making it available to staff, parents/carers and pupils at least once a year.
- Promoting consistent implementation of this policy.
- Reporting to the governing body on the implementation of this policy, including its effectiveness in addressing and SEMH related issues that could be driving any disruptive behaviour.
- Providing advice and support to staff to manage children's behaviour effectively including those with extremely challenging behaviours.
- Liaising with external services for the benefit of staff and children.
- Ensuring that an appropriate curriculum is in place which will excite and motivate children to establish good learning attitudes.

All members of staff, including teaching and support staff, as well as volunteers are responsible for:

- Adhering to this policy and supporting pupils to do the same.
- Promoting a positive and high-quality classroom climate in which all children can learn whilst modelling high levels of behaviour and expectations.
- Consistently implementing school rules, rewards, and sanctions.
- Demonstrating a collective responsibility to be pro-active in behaviour intervention and modification, disciplining children, as authorised by the headteacher, even when they are not in school or charge of a specific member of staff.
- Planning and preparing stimulating lessons to meet the requirements of a progressive curriculum for all and to address potential areas of difficulty to endeavour to remove barriers to learning and accommodate diversity for every pupil.
- Taking into account the needs, outcomes sought, and support provided to any pupils with specific behavioural needs in order to plan and review support in collaboration with the pupil themselves, parents, SLT and external services where appropriate.
- Respecting and valuing all children, displaying patience and listening carefully.
- Maintaining high standards of professionalism.
- Liaising with external services for the benefit of our children.
- Regularly communicating with parents and carers.

Pupils are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents and Carers are responsible for

- Supporting their child to adhere to the school rules.
- Informing the school of any changes in circumstances which may affect their child's learning and/or behaviour.
- Attending school events, parents' evenings and special meetings where behaviour concerns may be discussed.

Definitions

For the purpose of this policy, the school defines "serious misbehaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to, the following:

- Rude/disrespectful behaviour towards others
- Bullying including cyberbullying
- Physical aggression
- Verbal aggression
- Offensive language
- Discrimination including racism, sexism and homophobia
- Any behaviour that threatens safety or presents a serious danger

For the purpose of this policy, the school defines "low-level unacceptable behaviour" as any behaviour which may disrupt the education of the individual and/or other pupils, including but not limited to, the following:

- Low-level disruption and talking in class
- Negative learning attitude
- Persistent shouting out over and above the teacher and/or peers
- Failure to complete classwork
- Rudeness and a lack of respect for others
- Failure to comply with a reasonable request from a teacher
- Any behaviour which disrupts a class, making it difficult for others to learn

"Low-level unacceptable behaviour" may be escalated to "serious misbehaviour" depending on the severity and regularity of the behaviour.

Training of Staff

The school recognises that early intervention can prevent bad behaviour. As such, all staff will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during breaks/lunchtime.

- Teachers and support staff will receive training on this policy as part of their new starter induction.
- Teachers and support staff will receive regular and ongoing training as part of their development.

Learning Behaviour

Learning Behaviour emphasises the crucial link between the way children learn and their social knowledge and behaviour. The focus of learning behaviour is establishing positive relationships across three elements of self, others and curriculum:

Relationship with self – A pupil who does not feel confident as a learner or has a view that they cannot succeed will be more likely to challenge learning or be more inclined to present unwanted behaviour.

Relationship with others – All behaviour needs to be understood as a method of communication. Behaviour by children is triggered as much by their interactions with others as by factors internal to the child.

Relationship with the curriculum – Pupil behaviour and curriculum progress are inextricably linked. Teachers who promote a sense of meaningful curriculum progress in learning for each pupil will be more likely to create a positive behavioural environment.

To support an effective learning behaviour for all, the Granby Home School Agreement (Appendix 1) has operated in the school for many years. This provides parents and carers with details of the school aims as well as expectations for school, families and pupils. This is discussed at our Year 3 Induction meetings and when children transfer to our school.

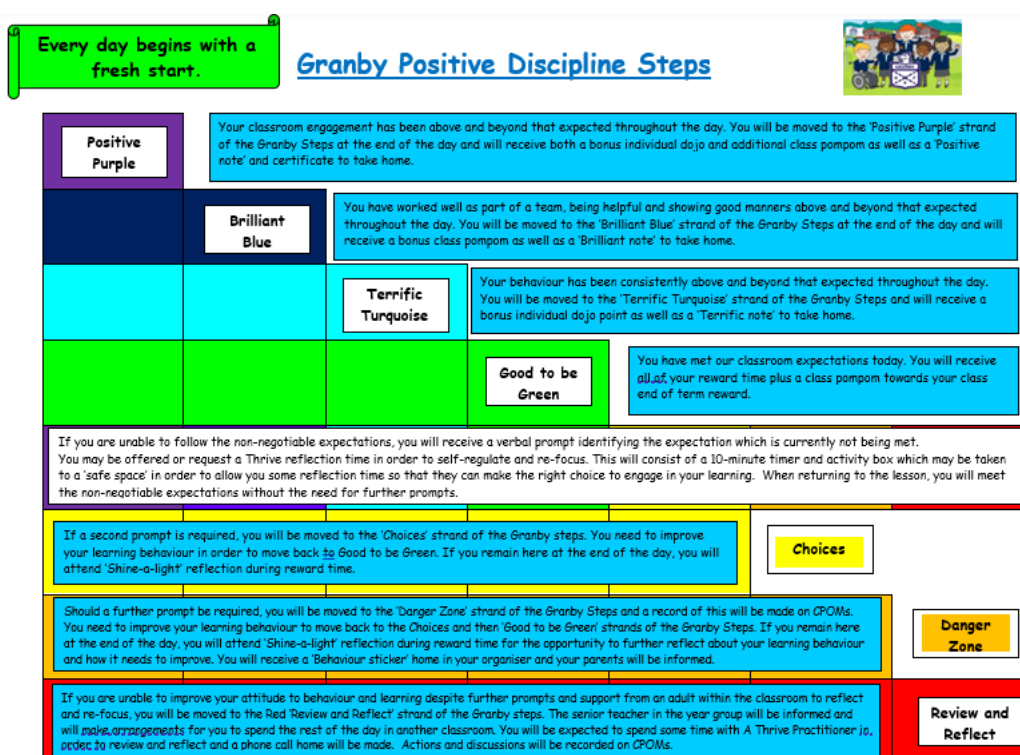
Clear guidance of learning behaviour expectations is provided to all our children through our School Rules (Appendix 2) which are displayed in every classroom. Each pupil, Learning Support Assistant and Teacher sign to say that they will follow these.

To further support children's understanding that they should be ready to learn and to help eliminate low level disruption, there are basic Non-Negotiables for Learning (Appendix 3) which are also shared with children.

Learning behaviour applies to teacher and adults as much as it does to the children.

Granby Positive Discipline Steps

Granby Junior school recognises that praise is key to making pupils feel valued and understands that providing rewards after certain behaviours means that pupils are more likely to model the same behaviour again. Positive reinforcement of what is expected to promote high expectations of behaviour is recognised as a powerful tool to promote better behaviour and staff will endeavour to identify pupils' behaviour which is deserving of the positive rewards in the top half of the Positive Discipline steps before using the behaviour sanctions identified in the bottom half of the steps.



All classes display the Granby Positive Discipline steps alongside a Behaviour Ladder (Appendix 4) which represents the colour strands associated with these steps. Every day begins with a fresh start for all pupils and name cards for every child are placed on the positive start of the Behaviour Ladder. The name cards of children who are able to meet our school rules and learning behaviour expectations will be moved up the ladder to the 'Good to be Green' section. This is the minimum expected position for children to reach by the end their school day.

Classroom Rewards

We pride ourselves on providing a positive learning environment which seeks to celebrate the achievements, effort and contribution our children make to their work and school life. We acknowledge the importance of praise and reward and seek to promote and reinforce our expectations of children at any given and relevant opportunity. Praise is used to raise aspirations,

promote engagement, inspire and motivate all children. Rewards systems are clearly displayed in each classroom as our 'Granby Positive Discipline Steps' and rewards are given consistently and fairly as a means of acknowledging achievement, effort and excellent attitude as children **CARE to Achieve your BEST**.

Where children's behaviour has met the expectations of good classroom and learning behaviour, their name card will be moved to the 'Good to be Green' strand of the Behaviour Ladder. The children on this section of the ladder at the end of the day will receive all of their reward time for that day plus a class pompom towards the class end of term treat.

Where children's behaviour has been consistently above and beyond that expected throughout the day, their name card will be moved to the 'Terrific Turquoise' strand of the Behaviour Ladder. The children on this section of the ladder at the end of the day will receive their 'Good to be Green' rewards plus a bonus individual dojo point and receive a 'Terrific Turquoise' sticker to take home.

Where children are able to show that they can work well as part of a team, being helpful and showing good manners above and beyond that expected throughout the day, their name card will be moved to the 'Brilliant Blue' strand of the Behaviour Ladder. The children on this section of the ladder at the end of the day will receive their 'Good to be Green' rewards plus an additional class pompom and receive a 'Brilliant Blue' sticker to take home.

Where children's classroom engagement has been above and beyond that expected throughout the day, their name card will be moved to the 'Positive Purple' strand of the Behaviour Ladder. The children on this section of the ladder at the end of the day will receive their 'Good to be Green' rewards plus both a bonus individual dojo point as well as an additional class pompom and receive a 'Positive Purple' sticker and certificate to take home.

As well as behaviour expectations, rewards systems in our school also link to:

- Excellent classwork
- Outstanding effort
- Caring for others
- Teamwork
- Positive attitude/enthusiasm
- Attendance
- Excellent homework

A variety of methods of reward exist alongside our 'Granby Positive Discipline Steps' and include:

- Verbal praise
- Contacting parents
- CARE, ACHIEVE, BEST certificates presented at Friday celebration assemblies.

- Dojo rewards and shop
- PomPom Jar – Bronze, Silver or Gold class treat
- Annual certificates for 100% and 99% attendance
- Weekly Special Table Award
- Display of quality work on noticeboards, Seesaw and school website

An annual Y6 leaver's service is held at a nearby church, attended by parents and their families. This service aims to recognise and reward achievement or effort in a particular subject area. There is also a special award for the Y6 who has the best overall attendance over the last 4 years. Vouchers and certificates are awarded in all of these categories. Vouchers are funded by local business sponsorship/donations.

Classroom Sanctions

Poor behaviour cannot be tolerated as it is a denial of the right of children to learn and teachers to teach. Children are encouraged to take responsibility for their own behaviour and actions and are therefore given the opportunity to make better choices following verbal warnings about unacceptable learning behaviour which does not meet the signed Home School agreement or School rules. Consequences for poor behaviour are clearly displayed in each classroom as our 'Granby Positive Discipline Steps' and are given consistently and fairly whilst recognising that behaviour is a method of communication and that a reparative Thrive approach is needed to ensure children return to an acceptable learning behaviour in a timely manner.

If a child is unable to follow the school rules and non-negotiable expectations, they will receive a verbal warning prompt identifying the expectation which is currently not being met. Children may be offered or request a Thrive reflection time in order to self-regulate and re-focus. This will consist of a 10-minute timer and activity box which may be taken to a 'safe space' in order to allow for some reflection time so that individuals can make the right choice to engage in learning following the behaviour expectations. When returning to the lesson, pupils will be expected to meet the non-negotiable expectations without the need for further prompts.

If a second warning prompt is required, the child's name card will be moved to the 'Choices' strand of the Behaviour Ladder. It is the responsibility of the individual to improve their learning behaviour in order to move back to 'Good to be Green' strand. The children who remain on this section of the ladder at the end of the day will attend 'Shine-a-light' reflection time during reward time. They will not receive a class pompom towards the class end of term treat.

Should a further warning prompt be required, the child's name card will be moved to the 'Danger Zone' strand of the Behaviour Ladder and a record of this will be made on CPOMs. It is the responsibility of the individual to improve their learning behaviour in order to move back to the 'Choices' and then 'Good to be Green' strands of the Behaviour Ladder. The children who remain on this section of the ladder at the end of the day will attend 'Shine-a-light' reflection during reward time for the opportunity to further reflect about their learning behaviour and how it

needs to improve. They will receive a 'Behaviour sticker' home in their organiser to inform parents and will not receive a class pompom towards the class end of term treat.

If a child is unable to improve their attitude to behaviour and learning despite further prompts and support from an adult within the classroom to reflect and re-focus, their name card will be moved to the Red 'Review and Reflect' strand of the Behaviour Ladder. The senior teacher in the year group will be informed and will make arrangements for the pupil to spend the rest of the day in another classroom. Individuals will be expected to spend some time with a Thrive Practitioner in order to review and reflect and a phone call home will be made. Actions and discussions will be recorded on CPOMs. The child will not receive a class pompom towards the class end of term treat.

Paired Classes

The following class pairings are in place when internal exclusions are agreed by the year group Senior Teacher.

3D with 5T	4Ma with 6KD
3S with 5G	4Sh with 6O
3W with 5S	4SB with 6D

Behaviour expectations beyond the classroom – Break and Lunchtimes

Whilst it is recognised that periods of time outside the classroom for break and lunchtimes are unstructured, pupils at Granby are still expected to meet the school rules and to speak and play respectfully with their peers. Any interactions with supervising adults should meet the high level of behaviour expectation set within the classroom and children are therefore expected to stop and listen to adults, following instructions with care and respect.

The school recognises that break and lunchtimes can be difficult for some children. Teaching staff and Midday Supervisors work together to provide consistent structure and support for these times, so that all children can enjoy the time. We follow the Granby Positive Discipline steps and:

- Have a clear set of rules and expectations for behaviour outside the classroom. (Appendix 5)
- Provide positive rewards for children as well as sanctions in line with the Granby Positive Discipline steps
- Validate the links between lunchtime staff and teaching staff through assemblies, lunchtime display board, and lunchtime certificates given in assemblies.
- Employ a play leader to give structure and ideas to children's play
- Provide indoor break time and lunchtime Thrive groups for children who wish to spend time away from the busy playground.
- Ensure feedback to staff through a lunchtime behaviour log and liaison with SLT.

Break and Lunchtime Rewards

At Granby we promote good behaviour both in the learning environment and on the playground and so recognise positive behaviour in either situation in line with the 'Granby Positive Discipline Steps'. Teaching staff and Midday supervisors can reward consistently good behaviour, teamwork good manners and helpfulness as well as outstanding positive attitudes and can suggest pupils to receive Terrific Turquoise, Brilliant Blue and Positive Purple rewards.

Break and Lunchtime Sanctions

Poor behaviour cannot be tolerated on the playground. Children are encouraged to take responsibility for their own behaviour and actions and are therefore given the opportunity to make better choices following verbal warnings about unacceptable learning behaviour which does not meet the break and lunchtime rules. Consequences for poor behaviour follow the 'Granby Positive Discipline Steps' and are given consistently and fairly whilst recognising that behaviour is a method of communication and that a reparative Thrive approach is needed to ensure children return to an acceptable playtime behaviour in a timely manner.

Sanctions which result due to behaviour on the playground will be given during the remainder of the available breaktime or during the following period of equivalent break so breaktime sanctions will be received during breaktime and lunchtime sanctions will be received during lunch break.

In line with the Granby Positive Discipline Steps sanctions will result in:

Verbal warning – an explanation of why the warning has been given and what rule has been broken.

If the behaviour continues – the pupil will be sent for a 10-minute Reflection Time-out, their name will be moved to the yellow 'Choices' step on the Breaktime Behaviour Ladder and SLT will be alerted by recording the incident in the behaviour book.

If a further reflection timeout is needed during the same break the child's name will be moved to the orange 'Danger Zone' step, a lunchtime behaviour sticker will be sent home and the incident will be recorded on CPOMs. The child will be required to attend Lunchtime Reflection with a Thrive Practitioner during the following lunchtime break in order to further reflect about their playground behaviour and how it needs to improve.

If a child is unable to improve their attitude to behaviour despite further prompts and support from an adult to reflect and re-focus, their name will be moved to the Red 'Review and Reflect' strand of the Behaviour Ladder. SLT will be informed and will make arrangements for the pupil to spend the remainder of the breaktime in an internal exclusion. Individuals will be expected to spend some time with a Thrive Practitioner on the following lunch break in order to review and reflect and a phone call home will be made. Actions and discussions will be recorded on CPOMs.

If a pupils refuses to attend any detention given, they will need to complete their lunch time detention on the following day, midday supervisors/Thrive practitioners will report this to the class teacher and SLT when recording the incident on CPOMs.

Repeated misbehaviour

If a child is moved from the 'Good to be Green' strand in the classroom on more than five occasions in the week a 'Warning Notification: Unacceptable Behaviour' letter (Appendix 6) will be sent home by the class teacher asking parents to reinforce the non-negotiable behaviour standards in school.

If a child is moved to an alternative classroom or receives a lunchtime exclusion on more than three occasions or has received six 'Behaviour stickers' home (break or classroom) in any two-week period or serious misbehaviour is reported, an internal exclusion will be put in place and the child will be set work to complete in an alternative classroom or be required to spend their lunchtime with a member of SLT depending on where the majority of incidents have taken place. Parents will be informed of this decision by phone and a 'Warning notification: Internal Exclusion' confirmation letter (Appendix 7) will be sent home by the class teacher.

Continued misbehaviour

Continued disruption of own or others learning due to not meeting behaviour standards or an inability to follow breaktime rules beyond a three week period will result in a phone call home from SLT and parents may be invited to attend a meeting to discuss steps that will be put in place.

Serious misbehaviour

Serious Misbehaviour will not be tolerated in school either in the classroom or during break times. Any behaviour which is deemed to be serious misbehaviour following investigation will result in an immediate move straight to the red 'Review and Reflect' step of the Behaviour Ladder. Parents will be informed of this decision by phone and a 'Warning notification: Serious Misbehaviour - Internal Exclusion' (Appendix 8) confirmation letter will be sent home.

Serious breaches

For more serious breaches of our Positive Discipline Policy, it may be necessary for the Headteacher to issue a fixed term external exclusion in line with Derbyshire County Council Exclusion Policy.

This consequence is used as a last resort to ensure that pupils in school are able to access their learning fully in a safe manner and without disruption by others.

Only the Headteacher, or the Deputy Head in her absence can make that decision. All exclusions will be recorded on the attendance register, on CPOMs and by a formal letter home to parents. All exclusions require a 'Back to School' Meeting with the child, parents and teacher plus a member of SLT or A Thrive Practitioner.

Where a behaviour incident requires a sanction to be put in place, CPOMS is used by staff to record incidents under the appropriate heading e.g behaviour, internal exclusions.

In order for any sanctions to be lawful, the school will ensure that:

- The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip/visit.
- The decision to punish a pupil is reasonable and will not discriminate on any grounds, such as disability, race, special educational needs – as per the Equality Act 2010 in respect of safeguarding pupils with special educational needs, and any other equality rights.
- The school will ensure that all punishments are reasonable in all circumstances, and will take into account the pupil's age, religious requirements and any special educational needs or disabilities.

Support

Some children find behaviour difficult for many reasons both academic and social.

At Granby we:-

- Use a Thrive approach to identify behaviour as a means of communication and encourage children to reflect on their actions with support
- Work with parents/carers
- Involve SENCO and behaviour support as necessary
- Work with professionals to develop individual plans/risk assessments to support (including the use of part time timetable)
- Work within DFE and Local Authority guidance
- Apply for any funding to employ extra staff/redeploy current staff

What if this doesn't work?

It is the aim that all children will be able to access education at Granby in a settled learning environment.

Behaviour Notebook

If a child frequently fails to follow the rules or class charter they will receive a behaviour logbook. This is a home-school liaison tool which records the child's behaviour at all times of the day in order to monitor when their difficulties are most apparent and the effectiveness of our interventions.

School may also/instead of choose to liaise regularly with parents/carers should they feel that the notebook would not be beneficial for that particular child and their home circumstance.

Behaviour Risk Assessment

If unacceptable behaviour is repeatedly occurring, a Behaviour Risk Assessment may be required. This is developed in conjunction with the behaviour support team. This behaviour tool allows staff to recognise and review a particular pupil's behaviour and agree the appropriate action plan,

specific support and way forward for a child. Parent/Carers will be invited to school to discuss the plan and their part in its implementation.

In our setting some children find it very difficult, due to other reasons (SEND, emotional and social issues), to follow procedures. We work with professional and parents to develop an individual plan for children to work within school.

If these plans still do not allow the child or other children in school to access education in a calm, settled, safe environment then a number of steps will be undertaken.

1. Further advice will be sourced from professionals
2. A part time timetable may be agreed for a specific period of time (with parents/carers and professionals) with a clear exit plan in place.
3. Other settings on a part time basis (PRU)
4. Other units on a permanent basis through a managed move such as PRU, alternative school, alternative setting.

Absconding

Our school grounds are secure and only our main entrance remains open when school is in session. However, it may be possible for a determined pupil who wishes to leave the school premises to do so. If there is cause for concern and following an immediate search of the school grounds, staff will react in the following way;

- Contact Parents
- Contact police
- Continue searching within school grounds
- Once a pupil returns to school, reasons for the absconding will be investigated and addressed and/or systems put in place to prevent a repeat occurrence.

Exclusions

Permanent exclusion is a last resort as we understand that poor behaviour is often a sign of underlying issues. As previously stated, we would work with parents and all other agencies to ensure that issues are addressed and behaviour modified. However, in line with Department for Education and policy guidance, if allowing the pupil to remain in school would seriously harm the education or welfare of others in school, then for the best interests of the individual (who is not able to access education in our setting) and for the rest of the children (for whom education is consistently disrupted) we will exclude.

Physical Intervention (Positive Handling)

In extreme cases, school staff have a legal power to physically restrain a child if they have refused to leave a classroom, they are disrupting a school event, visit or trip, if they are attempting to leave the classroom or school or they are posing a health and safety risk to themselves or others. If physical restraint has occurred the incident will be recorded on a Restrictive Physical (Restraint) Record of Incident form (below) and parents will be informed.

Physical Intervention should be only be used when both verbal and non-verbal de-escalation strategies have been utilised and exhausted.

Members of SLT (Mr Davies and Mrs McCondach) and Learning Support Assistants (Kerry Miles, Sadie Moore, Elaine Horsfall, Ursula Staroscik and Alison Birks) have received CRB (Coping with Risky Behaviour) training. Staff receive appropriate and regular training to undertake this procedure safely and effectively. Following an incident of restraint under CRB, the Restrictive Physical (Restraint) Record of Incident form (Appendix 10) is completed and parents are informed.

Behaviour off school premises

Pupils at school agree to represent the school in a positive manner. The guidance identified in the Home School Agreement and School rules applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform or within sight of the school.

Staff can discipline pupils for misbehaviour outside of the school premises when the pupil is:

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

Staff may also discipline pupils for misbehaviour off the school premises that, irrespective of the above:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could disrupt the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school's Anti-bullying Policy.

The school will impose the same behaviour sanctions for bullying incidents and non-criminal bad behaviour which is witnessed outside of the school premises, as would be imposed for the same behaviour conducted on school premises.

In all cases of misbehaviour outside of the school premises, teachers will only impose any behaviour sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Appendix 1 – Our Home School Agreement

GRANBY JUNIOR SCHOOL - HOME SCHOOL AGREEMENT

CARE to ACHIEVE your BEST

CARE—Confidence and Respecting Everyone, ACHIEVE, BEST—Believe, Enjoy, Succeed Together



The School Aims:

The school seeks to educate children for life by creating a secure, happy, caring and positive learning environment within which all our children can celebrate success and achieve their full potential.

CARE by providing an environment where all children, regardless of race, gender, background and disability, feel valued, develop confidence and self-esteem, have respect for others and become self-disciplined and motivated in their work and **behaviour**.

ACHIEVE by ensuring that all children reach their potential through a well-planned curriculum which responds to their individual needs, in a rich and stimulating learning environment.

BEST by having consistently high expectations of all children, equipping them with key skills and preparing them to adapt to the changing world around them. Teaching them to respond positively to different challenges, new technology and develop a willingness to engage in continued learning.

The school will:		Parents/Carers will:	Pupils will:
<ul style="list-style-type: none"> Treat your child fairly, care for them and value and respect each child as an individual; Provide a safe and stimulating learning environment in which to work; Provide rich and varied opportunities for pupils to develop their potential in all areas; Provide a broad and balanced curriculum delivered by knowledgeable and competent staff; Keep parents informed of events in school through regular communication and report on the educational progress and welfare of their child; Listen to parents' views and concerns and encourage them to play an active part in school life; Recognise and praise your child's progress and achievement. 		<ul style="list-style-type: none"> Support the school in its aims and values; Ensure their child's regular and punctual attendance; Notify the school on the first day of their child's absence – giving a reason for such absence; Support the school's code of conduct for behaviour and e-safety; Tell the school about any circumstances which may affect their child; Encourage my child to become independent and look after their belongings; Support their child with any reading at least twice a week and other home learning activities which they are expected to do at home; Review your child's organiser daily and sign this once a week; Attend parents' evenings and discussions about their child's progress. 	<ul style="list-style-type: none"> Respect each member of the school community; Be polite and use good manners; Look after the school and everything in it; Abide by the school's rules and behaviour policy; Attend school regularly and punctually and bring the correct equipment; Try their best and work hard; Wear the correct school uniform; Take letters, notes and information from school home and give to parents/carers; Complete homework on time and read to an adult twice a week; Talk to parents/carers, teachers or other adults in school about any concerns or worries that they have.
Signed (Headteacher)	Signed (Class Teacher)	Signed (Parent/Carer)	Signed (Pupil)

Appendix 2 - Our School Rules

Our School Rules provide clear guidance to all our children and are displayed in every classroom. Each pupil, Learning Support Assistant and Teacher sign to say that they will follow these. They are as follows:



Care Our School	Achieve My Learning	Best Our Relationships
We move around school sensibly and quietly.	I will listen carefully and follow instructions.	We make everyone feel welcome.
We look after our belongings and respect the property of others.	I will take turns in speaking and listen to what others have to say.	We respect other's beliefs, opinions and feelings.
We will keep ourselves safe.	I will take pride in my work.	We are kind, helpful and honest.
We will look after the class and school environment.	I will always work hard, do my best and allow others to do the same.	We keep our hands and feet to ourselves, and play fairly with everyone.



Children will be regularly reminded of these rules and reasons why we have them. At the start of the school year these will be the subject of school assemblies and a key part in the establishment of Class rules with each teacher. They will be revisited throughout the school year to remind children of their importance and also assist children who transfer into our school.

Appendix 3 – Non-Negotiables



NON-NEGOTIABLES

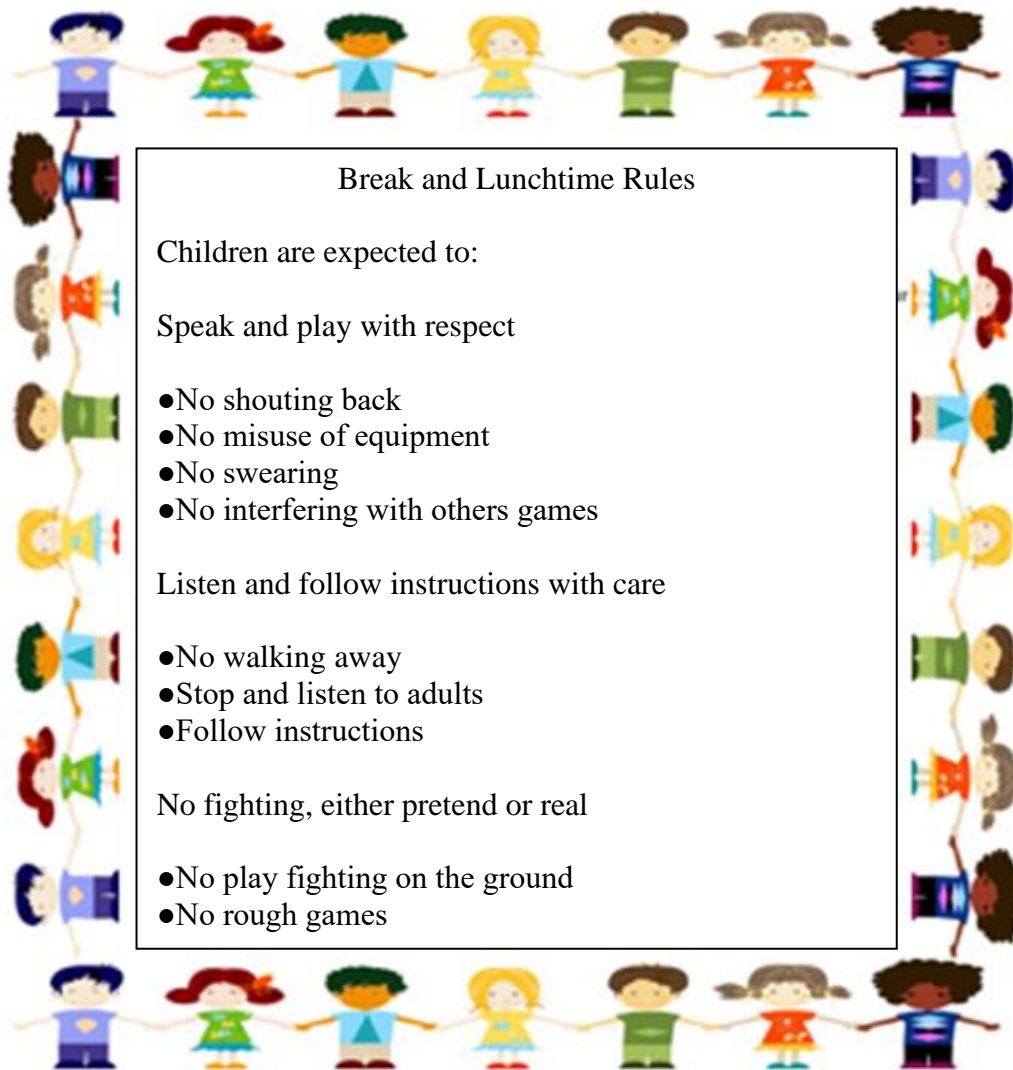
The school also has a set of non-negotiables which support the fundamental behaviour we expect to see within each class at all times. They are as follows:

- Come to school **ready to learn**
- **Sit up properly and sensibly**
- **Raise your hand to speak, and listen carefully** to what others are saying
- Show **good manners and respect** everyone
- **Help and encourage** others in their learning
- **Line up and walk around school sensibly and quietly**
- Do as you are asked the first time
- **Always do your best**

Appendix 4 – Behaviour Ladder



Appendix 5 – Break and Lunchtime Rules



Appendix 6 – Warning Notification: Repeated Unacceptable Behaviour letter

Granby Junior School

Heanor Road, Ilkeston, DE7 8DX

01159322424



Headteacher: Mrs Rees

Dear Parents/Carers,

Warning Notification: Repeated Unacceptable Behaviour

Over the past weekhas been unable to meet the non-negotiable behaviour expectations in the classroom and has repeatedly been moved below our Good to be Green behaviour target.

Please discuss with your child, the importance of following Granby Junior School non-negotiables and spend time helping your child to reflect on their behaviour choices to ensure a more positive approach to learning.

If you would like to discuss this further, please feel free to make an appointment with your child's class teacher or Mr Davies, the Deputy Head.

Thank you for your support with this matter.

Yours sincerely

Appendix 7 - Warning notification: Internal Exclusion' confirmation letter

Granby Junior School

Heanor Road, Ilkeston, DE78DX

01159322424

Headteacher: Mrs Rees



Dear Parents/ Carers,

Warning Notification: Internal Exclusion

You will have already received a number of behaviour notes home or spoken with your child's teacher over the last few weeks about your child's behaviour in the learning environment. This letter is to inform you thathas been unable to meet the school behaviour expectations in the classroom on an unacceptable number of occasions as detailed below.

Details of incident:

- ✓ Orange – 6 behaviour notes received by parents over a two-week period
- ✓ Red – internal exclusion advised by phone on at least three occasions

In-line with our Positive Discipline Policy, your child has not earned their available reward time this week and will receive a _____ day internal exclusion from _____ to _____

Your child will be set work to complete in an alternative classroom and should report to:

Prior to returning to their own class, your child will spend some time with our Thrive Practitioners who will support your child to Review and Reflect on their recent behaviour.

A copy of this letter has been retained in your child's file.

Please discuss with your child, the importance of following Granby Junior School non-negotiables and spend time helping your child to reflect on their behaviour choices to ensure next week is a positive week.

Thank you for your support with this matter.

Yours sincerely

Care to Achieve your Best

Appendix 8 - Warning notification: Serious Misbehaviour - Internal Exclusion letter

Granby Junior School

Heanor Road, Ilkeston, DE78DX

01159322424

Headteacher: Mrs Rees



Dear Parents/ Carers,

Warning Notification: Serious Misbehaviour Internal Exclusion

During lesson time on, your child's behaviour choice has been deemed serious.

This letter is to inform you that has been unable to meet the school behaviour expectations and has done something that is considered unacceptable (violence towards another child, being rude/ disrespectful to adults, vandalism etc).as detailed below.

Details of incident:

✓ Serious Misbehaviour

.....
.....
.....

In-line with our Positive Discipline Policy, your child will receive a _____ day internal exclusion from _____ to _____ and has not earned their available reward time this week.

_____ has been set work to complete in an alternative classroom during the exclusion period and should report to

Prior to returning to their own class, your child will spend some time with our Thrive Practitioners who will support your child to Review and Reflect on their recent behaviour.

A copy of this letter has been retained in your child's file.

Please discuss with your child, the importance of following Granby Junior School non-negotiables and spend time helping your child to reflect on their behaviour choices to ensure next week is a positive week.

Thank you for your support with this matter.

Yours sincerely

Care to Achieve your Best

Appendix 9 – Restrictive Physical (Restraint) Record of Incident form



CONFIDENTIAL

RESTRICTIVE PHYSICAL (RESTRAINT) Record of Incident

Date of Incident:	
Name of School:	

1. Names of those involved: Staff:	Others:
Pupil(s):	

2. Time of Incident:
Location:

3. Events leading up to physical intervention (including alternative strategies used):

4. Account of actual incident (include details of actions, method of restraint, words used, witnesses, etc)
--

5. Outcome/resolution of incident:

6. Follow up actions (advice to carers, support for staff and pupils involved etc):

7. Names of witnesses and attached witness accounts (signed by witness):

8. Record if any injury/damage to property:

9. When and how those with Parental Responsibility were informed

9. When and how those with Parental Responsibility were informed

10. Has any complaint been logged YES/NO

Report completed by	Report checked by
Signed	Signed
Position	Position
Date	Date

To Be Kept In a Central School File and Copy Sent To Children's Services Health and Safety Section