



Behaviour Policy

2018

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Person responsible for this policy: Juliette Garmston

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VERSION 2.0

Griffin Behaviour and Exclusion Policy

This policy must be read in conjunction with Griffin Safeguarding, anti-bullying and anti-racism policy.

Aims and objectives

It is our aim at Griffin that everyone feels valued and respected and is treated fairly. We are a caring school and our values are built on mutual trust and respect. The behaviour policy supports the way in which all staff and children can work together in a supportive way to promote an environment in which everyone feels happy, safe and secure. We expect everyone to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way. This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of society. We reward good behaviour as we believe it will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour rather than merely deter anti-social behaviour.

How the policy operates

Green behaviour and traffic lights

All staff have high expectations regarding behaviour and that every child will be in green. All staff are consistent and persistent in ensuring children understand what green behaviour should look like and uses the same language. It is a requirement that the spoken culture is the same across the school.

Examples of language used by staff:

- You need to.....
- Green sitting, listening, walking, talking, etc.
- In this school we ...
- Active listening
- To be in green you need to ...
- When I see you are ...

The school makes sure that the children are aware of what green behaviour looks like by having the school behaviour aims displayed around the school. Green behaviour should look like this:

1. To be in the right place at the right time
2. Say the right thing in the right way
3. Do the right thing in the right way

Traffic lights are used in every classroom as a visual tool to indicate level of behaviour for each child. If a child's behaviour is inappropriate a warning and a reminder of what green behaviour should look like will be communicated to the child. If the child does not alter their behaviour then the adult will move their name into amber. The adult will make sure that the child understands what they need to do to get back into green. If a child is moved into red a consequence or a sanction could be put into place by the class teacher, SLT, Assistant Heads or Head of School. Children are asked to reflect on their behaviour, learn from the experiences and suggest what they would do in the future.

Rewards

Children can earn Griffin Tokens by any adult in the school. Credits can be earned for a range of reasons, see a list of possible reasons:

- 1 credit for staying in green
- 1 credit for everyday the child attends school/punctual
- 1 credit for good/outstanding work or achievement
- 1 credit for presentation
- 1 credit for completing homework
- 1 credit for every time a child reads at home
- Credits can be earned for taking additional responsibility such as a 'job'

Each class is given an opportunity each half term to visit 'Griffin Gift Box' to spend their credits. The shop is run by the children.

A child can only earn Griffin Tokens if they are in green.

Approaches to behaviour management

We expect children to listen carefully to instructions in lessons. Traffic lights and Griffin Tokens are referred to. We will employ sanctions to ensure a safe and positive learning environment. Each sanction is applied appropriately to the individual and incident. We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task. If a child is disruptive in class they will be warned that their behaviour is not green behaviour. All staff have an array of agreed behaviour strategies and possible planned actions to reduce incidences of inappropriate behaviour within the classroom.

If a child threatens, hurts or bullies another child a member of staff will record the incident on CPOMs. A meeting will be held between all parties to resolve the conflict, learn from the experience and say what actions they will do in the future. All incidents of inappropriate behaviour are recorded on CPOMs which alert the Head of School, Assistant Headteachers, Child Protection Officer or SLT members. All staff are responsible for behaviour management at Griffin and all behaviour is addressed.

SEN behaviour

If a child's behaviour raises concerns, we will contact the child's parents/carers and arrange a meeting in order to discuss the situation, with a view to improve the behaviour of the child. A graduated approach/plan will be put into place and reviewed over a period of 6 weeks. If a child's behaviour does not improve the school may contact other agencies for support and guidance and the child will be identified to the SEND co-ordinator for SEN support. A planned programme and adaptations will be put into place to address the child's behavioural needs and these will be reviewed and monitored as stated in the SEN policy. The behaviour co-ordinator works closely with external agencies to implement 1:1 programmes specifically designed for a child's needs. All behaviour is recorded and monitored regularly.

The role of the staff

All teachers have a duty of care to the children in our classrooms and cannot abdicate responsibility to support staff. It is the responsibility of all staff to ensure that the rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time. If necessary staff will liaise with the Head of School, Assistant Headteachers,

Child Protection officer and SLT members to discuss concerns regarding behaviour and involve parent/carers/external agencies if necessary. All incidents involving injury must be reported on the official documentation and given to the admin office. All incidences of inappropriate behaviour will be recorded on CPOMs which will alert the Class Teacher, Phase Leaders and Head of School. The lead on behaviour will work with children, parents and staff on behaviour management strategies.

Fixed-term and permanent exclusions

The Head of School may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Head of School to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head of School excludes a child, he informs the parents/carers immediately, giving reasons for the exclusion. At the same time, the Head of School makes it clear to the parents/carers that they can, if they wish, appeal against the decision to the management group. The school informs the parents/carers how to make any such appeal.

The Head of School informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated.

If the LA appeals panel decides that a child should be reinstated, the Head of School must comply with this ruling.

In the absence of the Head of School has the power to exclude a pupil for the reasons above, this will be in consultation with the Head of School or Chair of Governors.

Drug- and alcohol-related incidents

It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker and a consent form signed.

We will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. parents/carers of any child who brings cigarettes into the school will be contacted immediately. Should substances be brought into the school parents/carers, the police and social services will be informed.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home and other agencies informed.

It is forbidden for anyone, adult or child, to bring onto the premises illegal drugs. Police and social services will be informed. Any child who is found to have brought to school any type of illegal substance will be punished by a fixed term exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited and discussed the seriousness of the incident with the Head of School.

If the offence is repeated, the child may be permanently excluded.

If a child is found to have deliberately brought illegal substances and is found to be distributing these to other pupils for money, the child may be permanently excluded from the school. The police and social services will also be informed.

Monitoring and review

The Head of School monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. The Head of School keeps a record of any child who is excluded for a fixed-term, or who is permanently excluded.