

# **Graveley Primary School**

## **A Church of England (VC) School**



## **Behaviour Policy**

<b>Date of policy</b>	<b>Spring Term 2024</b>
<b>Date ratified by the Governing Board</b>	<b>20/3/2024</b>
<b>Date of next review</b>	<b>Spring Term 2026</b>

**"With God, all things are possible."  
Matthew 19.26**

# 1. Approach to Behaviour

## 1.1

At Graveley School, we take a positive and pro-active approach to behaviour management. Both pupils and staff have the right to work in an environment that is safe, friendly, peaceful and fair. We believe that when a child demonstrates unacceptable behaviour, it is the behaviour that is unacceptable, not the child and we believe that it is our role to help our pupils learn how to behave correctly and treat others with respect. Our behaviour policy and strategy is aimed at improving educational outcomes for all pupils by promoting and supporting their engagement in education.

Most pupils at our school will require very little support with their behaviour and this policy primarily sets out how we deal with those times when mistakes are made, either minor, or of a more serious nature. A few children may need additional support with this element of their school life and under the Equality Act 2010, we acknowledge that said children may require a more personalised approach. Section 9 of the policy addresses this.

## 2. Aims

### 2.1

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

## 3. Legislation and Statutory Requirements

### 3.1

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools (2022)
- The Equality Act 2010
- Use of reasonable force in schools (2013)
- Supporting pupils with medical conditions at school (2017)
- Mental Health and Behaviour in Schools (2018)

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online

**"With God, all things are possible."  
Matthew 19.26**

## **4. Roles and Responsibilities**

### **4.1 The Governing Body**

The Graveley School Governing Body will review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation. They will also approve this policy.

### **4.2 The Headteacher**

The Headteacher is responsible for reviewing, in conjunction with the Senior Leadership Team and Governing Body, this behaviour policy. The Headteacher will also approve this policy. They will ensure that the school environment encourages pro-social behaviour and that staff deal effectively with anti-social behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### **4.3 Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Implement strategies to support pro-social behaviour (see appendix 1)
- Providing a personalised approach to the specific behavioural needs of particular pupils, liaising, where necessary, with external agencies
- In line with our Accessibility Plan, in conjunction with parents and pupils, to ensure that the physical environment of the school, the content and delivery of the curriculum and the provision of information is accessible for all pupils.
- Recording behaviour incidents (see appendix 2 for a behaviour log)
- The Senior Leadership Team will support staff in responding to behaviour incidents.

### **4.4 Parents**

Parents are expected to:

- Support their child in adhering to the pupil Code of Conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

### **4.5 Pupils**

Pupils are expected to:

- Follow the pupil Code of Conduct
- To speak out, but also to listen
- To contribute to discussions regarding fair rules and consequences with their peers and adults.

**"With God, all things are possible."  
Matthew 19.26**

## 5. Pupil Code of Conduct

### 5.1

Our Pupil Code of Conduct and the school's approach to issuing consequences for anti-social behaviour is based around the school's Code of Conduct. Consequences for anti-social behaviour are linked to how pupils have struggled to follow the Code of Conduct:

At Graveley:

We belong to a school which helps us to believe in our hopes and dreams to become the best we can be.

We demonstrate our school values of Fellowship, Creativity and Harmony by doing these 7 things:

- Celebrating our differences and including everyone
- Having good manners and treating everyone with respect
  - Using kind words, hands and feet
    - Being honest
  - Caring for our school and everything in it
- In class, making it possible for children to learn and teachers to teach
  - Always trying to do our best

Sometimes things go wrong and we always try to:

Accept consequences and try to learn from them

The Code of Conduct is displayed prominently in each classroom and referred to, to acknowledge pro-social behaviour and whenever an anti-social behaviour infringement occurs. In support of our positive approach to behaviour management the individual infringements of the Code of Conduct, or the related behaviour levels, are not displayed for the children's reference. Additionally, the names of children who have failed to meet the Code of Conduct and any behaviour levels accrued, are not displayed for others to see, but recorded in the class behaviour log (see 6.3). At the start of each academic year, (and if a class teacher believes a class refresher is required) the Code of Conduct is revisited with examples given of how it may be broken. It is expected that over time children will develop a solid understanding of how anti-social behaviour infringements link to the Code of Conduct. This will be monitored by SLT, through scrutiny of behaviour logs on Arbor.

## 6. Rewards and Consequences

### 6.1

A powerful influence on behaviour is praising pro-social behaviour, by actively seeking out children who are behaving well. All staff must take the lead in modelling the high standards of behaviour, courtesy and respect they wish to see in classrooms and throughout the school. We believe that the balance between reward and consequence should be biased in favour of rewarding the pro-social behaviour fostered by the school's positive environment.

**"With God, all things are possible."  
Matthew 19.26**

## 6.2 Rewarding Pro-Social Behaviour

Pro-social behaviour will be rewarded with:

- Praise, both verbal and written
- House Points – given by teaching staff in response to suggestions from members of the school community
- Special responsibilities/privileges

Teaching and support staff are responsible for setting the tone and context for pro-social behaviour within their classrooms. They may reward whole class or individual pro-social behaviour with:

- Stickers
- Star of the Week
- Collective Class Systems e.g. Marbles in a Jar or Stamps leading to class privileges

## 6.3 Procedures and Consequences for Anti-social Behaviour in School

Anti-social behaviour is seen to be actions or acts which breach the Pupil Code of Conduct.

In all cases a **verbal warning must be given**, using the wording ***“[Insert Pupil Name] I am giving you a warning for [insert action]. You are not [insert statement from Code of Conduct]. If you continue there will be a consequence.”*** The number of warnings given will be appropriate to the age and developmental stage of the child. If the pupil continues to behave in this way a logical consequence is issued, using the wording ***“[Insert Pupil Name]. You are still/continuing to [insert action]. As a consequence, you will now need to [insert consequence].”*** At no point will the adult mention behaviour levels or logs in front of the child.

Levels are assigned to misdemeanours as set out below. This is for the purpose of recording on Arbor, to allow staff and SLT to monitor behaviour and identify patterns. It is also used as part of the ladder of consequences, when liaising with parents over their child's behaviour.

In most cases, a verbal warning should be sufficient to get the pupil 'back on track', however if a member of staff has to issue a consequence this will be recorded in the class Behaviour Log.

Logical consequences work well when they are related, reasonable and delivered respectfully. The child is able to make a connection with their own behaviour – helping them to develop understanding, self-control and a desire to follow the rules. For example if a child deliberately breaks school equipment they might spend some of their free time assisting in mending it or lose the privilege of using that equipment for a short period of time. If a child is talking while an adult is talking or causing a distraction to others, they might be moved to a quieter space in the class room, away from others and then spend some of their free time discussing with an adult why that behaviour is unacceptable.

School staff have an agreed list of consequences as a guide and to provide consistency, however this may vary from pupil to pupil depending on their age and stage of development.

**“With God, all things are possible.”  
Matthew 19.26**

Every Friday a member of the school office team will enter all entries in the behaviour log onto Arbor and SLT will review monthly (more frequently if necessary) to monitor low level behaviour in classes.

<b>Anti-social behaviour</b> may include, but is not limited to:	Typical/Suggested <b>Consequence</b> (dependent on age and developmental stage of pupil)	Behaviour Levels
Speaking when an adult is talking	Moved to a quieter location in the classroom away from other children. Spend two minutes of their free time practising sitting quietly.	-1
Not getting on with a task set	Unfinished work to be completed in the pupil's free time.	-1
Off task and not concentrating	Spend two minutes of free time practising completing 'task'	-1
Task incomplete due to lack of effort/concentration	Task completed during free time.	-1
Not lining up sensibly	Spend 2 minutes of free time practising lining up.	-1
Talking in assembly/not walking in and out of assembly sensibly	Moved to the end of the line away from other children. Spend 2 minutes of free time practising walking and lining up	-1
Fiddling and fidgeting, swinging on chair or out of seat	Moved to a quieter location in the classroom away from other children. Spend two minutes of their free time practising sitting quietly.	-1
Making rude noises, distracting others	Moved to a quieter location in the classroom away from other children. Spend two minutes of their free time practising sitting quietly.	-2
Distracting other children intentionally	Moved to a quieter location in the classroom away from other children. Spend two minutes of their free time practising sitting quietly.	-2
Interrupting when an adult or other child is talking	Moved to a quieter location in the classroom away from other children. Spend two minutes of their free time practising sitting quietly.	-2
Ignoring instruction given	Spend 5 minutes of free time practising following instructions.	-2
Saying unkind things to others	Apologise to the person they were unkind to and think of something nice to say to them by the end of the session.	-2
Being rude to an adult or child	Apologise to the person they were unkind to and think of something nice to say to them by the end of the session.	-2
Saying mean/unkind things behind another child's back e.g. spreading rumours.	Spend some of own time with class teacher to discuss the impact of this behaviour and opportunity for a restorative conversation with the other party. Apologise.	-2
Swearing (reported by another child)	Discussion with an adult, during free time, on inappropriate language.	-2
Graffitiing on school books	Clean off, or relabel during free time.	-3

**"With God, all things are possible."  
Matthew 19.26**

Making a sexualised comment	Discussion with an adult, during free time, on why this sort of comment is inappropriate and possibly further PSHE support. Apologies made.	-3
Hitting, punching, kicking and biting (not to cause deliberate harm)	Removed from class or playground immediately. Discussion with member of staff regarding their actions and the impact. Opportunity for restorative conversation with other child/children. Apologies made.	-3
Graffiti on or intentional damage to school property e.g. writing on desks/walls, snapping rulers	Assist in the repair of equipment and/or lose the privilege of using that equipment for a week.	-3
Rough play	Discussion with an adult about the potential dangers of this behaviour and spend 5 minutes (longer if necessary) on the 'reflection bench' if playtime, or in a separate area of the classroom to cool off/calm down. If this behaviour is repeated there maybe a need to limit time out at play e.g. 10mins out, 10mins in etc for a defined period of time.	-3
Lying <i>The context of the lie and background e.g. white-lies will be taken into account by the adult</i>	Discussion with an adult, during free time, about lying.	-3
Answering back to an adult	Spend 5 minutes of free time discussing why answering back is inappropriate and a rude way to speak to adults.	-3
Cheating or copying someone else's work	Moved to space in classroom away from other children for 2 days. Discussion in free time about cheating.	-3

#### 6.4 Consequences for Anti-social Behaviour on Playground

We acknowledge that often, most occasions of anti-social behaviour occur at break and lunch time, when children's time is less structured. We have a separate strategy for addressing behaviour concerns on the playground, as follows:

Behaviour	Consequence
<ul style="list-style-type: none"> <li>• Pushing and Shoving</li> <li>• 'Rough Play'</li> <li>• Rude or unkind words</li> <li>• 'Back chatting an adult'</li> </ul>	To spend time away from other children for 5 minutes and to discuss with an adult why they were asked to sit out and acknowledge that their behaviour is contrary to the school's Code of Conduct.

The member of lunchtime staff will verbally feedback to the class teacher, and record it in the behaviour log, assigning any additional educational consequences, if necessary.

**"With God, all things are possible."  
Matthew 19.26**

## 6.5 Procedures and Consequences for Serious Behaviour Incidents in School and on Playground

To maintain consistency, behavioural incidents of a more serious nature will be dealt with by a member of the School's Senior Leadership Team. All staff must be aware of what constitutes a 'Serious Behaviour Incident' and respond consistently using the defined, procedures set out below.

### On the Playground:

The child is walked off the playground by one of the adults on duty, and taken to a member of SLT, where the below procedures will be followed. If this occurs within 5 minutes of the end of break or lunch time the member of staff on duty will alert the class teacher when they come to collect the class, of what has occurred, so the whereabouts of the child is known them.

### In School:

If the child does not pose a danger to the other or pupils in class, they remain in the classroom. The adult in charge will use the following script. "*[Insert pupil name] that behaviour is unacceptable. At break/lunch (delete as applicable) I will be taking you to [insert name of SLT member] who will discuss your behaviour with you.*" If the incident occurs in the afternoon, the adult in charge will send a note to the member of SLT, to alert them of the incident, and request that they come to speak to the pupil before the end of the day.

If the child's behaviour is posing a danger to the other pupils in class, the adult in charge will

- 1) Send another adult or child to a member of SLT to request immediate assistance.
- 2) If necessary, remove the other children from the classroom, either sending them into the hall with a member of support staff or to an adjacent classroom if no support staff are available. **Do not attempt to remove the child.**

Once with a member of SLT the following procedures and consequences will be followed:

- 1) A brief discussion with the reporting staff member to understand the events that have occurred
- 2) The child is taken to a quiet space (e.g. Headteacher's Office, an empty classroom) to discuss what has happened with the member of SLT. This discussion may be based around what occurred leading up to the event, any reasons the child may have to explain their behaviour and how the child's actions have impacted negatively on the other members of the school community.
- 3) Further investigations may need to be carried out depending on the incident.
- 4) The member of SLT will then discuss with the child the consequence of their behaviour, including an apology or restorative conversation with any hurt or injured parties.

School staff have an agreed list of consequences as a guide and to provide consistency, however this may vary from pupil to pupil depending on their age and stage of development. For example, a child who has hurt another child at lunch or break time may need to spend their break time away from other children, or being chaperoned by an adult for an agreed period of time. A child who is heard swearing, may need to spend their free time the following day discussing with a member of staff what is appropriate and inappropriate language and the impact negative language has on others.

**"With God, all things are possible."  
Matthew 19.26**



<b>Anti-social behaviour</b> may include, but is not limited to:	Typical/Suggested <b>Consequence</b> (dependent on age and developmental stage of pupil)	Behaviour level
Sexualised action e.g. touching, poking, pushing someone in the area of their genitals, including bottom.	Discussion with an adult, during free time, on why this sort of action is inappropriate and possibly further PSHE/PANTS support. Apologies made.	-4
Sexualised comment	Discussion with an adult, during free time, on why the comment is inappropriate and possibly further PSHE/PANTS support. Apologies made.	-4
Allegation of Bullying	Investigation carried out by member of SLT interviewing all parties involved, to determine whether allegation is true. Consequences followed as per the school's separate Anti-Bullying Policy.	-4
Stealing from another child e.g. stationery	Give back the object. Spend some of own spare time to discuss with teacher the impact of this behaviour. Possible educational consequences.	-4
Stealing school property	Made to return object. Discussion with member of SLT around impact of their behaviour. Possible educational consequences e.g. look at how the UK judicial system responds to theft!	-5
Fighting	Removed from class or playground immediately. Discussion with member of SLT regarding their actions and the impact. Opportunity for restorative conversation with other child/children.	-5
Hitting/punching/pinching/biting another child or an adult, including in a sexualised way e.g. in genital areas or bottom	Restriction/limit to playtimes for a defined period of time. Apologies made.	-5
Using an object on purpose to hurt another pupil or adult	Discussion with member of SLT at earliest convenience about the language used and the impact their words may have on others/inappropriateness. Possible educational consequences. Apologies made.	-5
Swearing (heard by an adult)	Investigation carried out by member of SLT interviewing all parties involved. Discussion with member of SLT at earliest convenience about the language used and the impact their words may have on others/inappropriateness. Opportunity for restorative conversation with other child/children. Possible educational consequences. Apologies made.	-5
Making racist, sexist, sexualised or homophobic comments		

**"With God, all things are possible."  
Matthew 19.26**

Additional non-listed behaviours may be deemed as serious at the discretion of SLT and dealt with accordingly.		
--	--	--

By 4pm on the day of the incident the child's Class Teacher must inform the parent or carer of what has occurred via email or telephone. The email should make it clear to the parent what the child did, the fact that it was dealt with by the specified member of SLT and the consequence issued. The parent/carer should be offered the opportunity to discuss with the member of SLT should they wish.

All serious behaviour incidences are recorded in the class Behaviour Log and recorded on Arbor.

### 6.5 – Behaviour Outside of the School Gates

School staff have the authority to apply the above consequences in response to anti-social behaviour of pupils outside of the school premises. This includes behaviour witnessed by a member of staff or reported to the school by another person. This might include: pupils taking part in any off-site school organised activity; travelling to or from school; wearing school uniform or in some other way identifiable as a pupil of the school.

### 6.6 - Ladder of Consequences

The following should clearly define the increasing severity of consequences in response to a pupil's behaviour:

Incident	Consequence	Dealt with by
Low level anti-social behaviour concern	Verbal warning	Class Teacher Support Staff
Continued low level anti-social behaviour concern	Agreed policy consequence and logged in Class Behaviour Log	Class Teacher Support Staff
Persistent incidents of anti-social low level behaviour	Phone call or face to face meeting with parent to discuss the impact of this behaviour	Class Teacher Parent
One off Serious Behaviour Incident	Referred to SLT Agreed policy consequence Logged on Arbor and Class Behaviour Log Parent informed face to face, by phone or email by class teacher	SLT Class Teacher Parent
Increased frequency of serious behaviour incidents (frequency dependent on age of child and type of incident) at the discretion of SLT.	Face to face meeting with parents to discuss the child's behaviour with Deputy Headteacher.	Deputy Headteacher Parent

**"With God, all things are possible."  
Matthew 19.26**

No improvement or an increase in behaviour incidents as a result of Deputy Head meeting.	Referred to Headteacher. Face to face meeting with parents to discuss behaviour and strategies to move forward.	Headteacher Parent
--	--	-----------------------

## 7. Bullying

### 7.1

We have a whole school approach to bullying, which involves all members of the school community including pupils and parents. This involves education of pupils and staff, clear lines of communication and support. We take the issue of bullying seriously, as such have a separate policy.

## 8. Physical Contact and Intervention

### 8.1

There are occasions when staff will have cause to have physical contact with pupils for a variety of reasons, for example:

- To comfort or reward a pupil
- To direct or steer a pupil
- For activity reasons (for example in drama, PE or physical games)

This section aims to set out what the school deems to be appropriate physical contact.

### 8.2 - Hand Holding and Hugging

In a primary school, we believe children will sometimes require comfort or support from the adults who have a duty of care for them during the school day. If a child attempts to hold the hand of a member of staff, this does not need to be discouraged, however the adult should attempt to offer an open hand (with the child holding the adult's open hand). If a child attempts to hug a member of staff, again, this does not need to be discouraged, however the adult should attempt to use a 'Supportive Hug' which uses a sideways stance rather than front on. Any 'hug' should not be prolonged (longer than 2 or 3 seconds). School adults should be conscious of the need to differentiate the attachment to staff from the attachment to key adults such as parents and siblings.

### 8.3 – Physical Contact to Comfort, Reward or Assist

If a child is upset or distressed, staff may wish to use a 'Supportive Hug' to offer comfort. If a child has done something warranting reward, and if it would be in the best interest of that child, staff may wish to use a 'Supportive Hug'. Should staff wish to give pupil's a hug farewell on the last day of school, this is not discouraged, but as specified above, should not be prolonged. Any physical contact of this kind, should take place in a clear and public place, following safeguarding guidelines, to reduce risk of allegations against staff. Some younger children may require support with personal care and toileting and this may be carried out by 1 adult to maintain the child's dignity, but staff should again be mindful of need to follow safeguarding guidelines e.g. leaving the door ajar.

**"With God, all things are possible."  
Matthew 19.26**

#### **8.4 – Physical Contact to Direct, Guide, Steer or Escort**

All new members of staff will receive training from the School's 'Step On' Tutor on the appropriate methods of using physical contact to direct and/or steer pupils.

If physical contact is required to steer a pupil towards an activity, or escort away from a dangerous situation the following techniques from the 'Step On' training course should be used: 'Offering an Arm', 'Supportive Arm', 'Open Mitten Guide', or 'Open Mitten Escort'.

Pupils **should not** be carried by members of staff, unless there is a significant risk of harm or has an individual behaviour plan.

#### **8.5 – Restrictive Physical Intervention**

Staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property. However, restrictive physical interventions should only be used when: all other strategies have been considered and therefore only as a last resort; or in a situation where it may be necessary to prevent clear danger and extreme urgency. Only the minimum force necessary will be used and staff will be able to show that the intervention used was a reasonable response to the incident. When carrying out a restrictive physical intervention staff must be aware that the only following three components can be judged as wrong: 1) A negative impact on the process of breathing, 2) Pain as a direct result of the technique 3) A sense of violation. Any restrictive physical intervention must be reported to a member of SLT and jointly recorded and logged on the school's internal record system, held in the Head's Office. Parents must also be informed.

### **9. Strategies for Exceptional Individuals**

#### **9.1 - Individual risk management plan/individual provision plans**

An individual child may require their own plan to support them with making pro-social behaviour choices. These plans identify existing pro-social behaviours; anxiety/difficult behaviours and crisis/dangerous behaviours and the planned strategies to respond to these. Alongside this support, school will consider if a request for an educational and health care plan needs assessment should be made.

#### **9.2 – Pastoral Support Programmes**

A Pastoral support programme is a formal 16 week programme that provides targeted support for children at risk of exclusion. This will usually involve a referral to agencies from outside the school. This will be used when meaningful and appropriate.

#### **9.3 – DSPL 2 Services**

Graveley is part of a tiered system for behaviour support within the locality. Partner schools can refer to the board for partner support provided by other local schools. (Tier 1 and 2). For children with specific social, emotional and mental health needs, school may refer to Larwood Outreach Support (Tier 3). This is to seek specific strategies and advice tailored to the individual. On some circumstances, tier 3 is able to step up this provision to tier 4 in order to provide a 16-week respite place at a local provision (The Willows Centre).

**"With God, all things are possible."  
Matthew 19.26**

## 9.4 – Dealing with Seriously Unsafe Behaviours

Safety of the children is paramount in all situations. Sometimes, staff must act quickly and decisively to stop a pupil's unsafe behaviour, such as serious fighting, vandalism, dangerous refusal to follow instruction, serious verbal abuse or persistently stopping the whole class from functioning. Staff will take steps to remove other children from the location or attempt to make an area safe by clearing it from objects.

## 10. Exclusions

Exclusion is an exceptionally rare sanction within the school behaviour policy. The decision to exclude whether permanent or a fixed term suspension is taken very carefully and will be based upon strict adherence to procedures.

[https://assets.publishing.service.gov.uk/media/64ef773513ae1500116e30db/Suspension\\_and\\_permanent\\_exclusion\\_guidance\\_september\\_23.pdf](https://assets.publishing.service.gov.uk/media/64ef773513ae1500116e30db/Suspension_and_permanent_exclusion_guidance_september_23.pdf)

## 11. Dealing with Inappropriate Behaviour of Other Adults Associated with the School

### 11.1

The school has a duty to ensure that its premises are a safe place to work and visit and must therefore deal effectively with any rude or aggressive visitors to the school, including parents. All persons on site are expected to behave appropriately and, if they do not, the school will take action that is considered necessary to prevent a repeat of that behaviour.

#### Inappropriate behaviour:

- Refusing to follow the reasonable instructions of staff
- Being verbally aggressive
- Being physically abusive
- Using social media as a means of targeting the school, staff, parents or pupils.

#### How the school can respond:

1. **Verbal warning** – a senior member of the school staff will ask the person to stop behaving inappropriately or leave the premises. The school will record this warning
2. **The Police** – the school can request that the police attend the school to ask the person to leave, to remove them from the premises or, if their behaviour warrants it, to arrest them
3. **Warning letter** – serious incidents should be followed by a letter from the school outlining the consequence of any repetition of the behaviour previously displayed. (*Warning Letter – Appendix 6*)
4. **Banning letter** – if the incident is sufficiently serious or it is one of a series of incidents, the Headteacher can ban the person from the premises
5. **Legal proceedings**

**“With God, all things are possible.”  
Matthew 19.26**

## **11.2 – Behaviour of parents/carers outside of the school grounds**

Our role within school is to safeguard and care for children and not to reprimand/manage parents and their behaviour. However if we receive reports of aggressive or violent behaviour between parents outside of the school grounds shortly before or after school, especially if this is in front of our pupils, we can respond in the following ways:

1. **The Police** - if an incident is brought to our attention whilst it is still in process, we can contact the police to report a disturbance of the peace.
2. **Guidance** – if the incident is reported to us by one of the parties involved, we can signpost to contact the police themselves, or to other community support groups.
3. **Warning Letter** – if the incident is reported to us by other members of the school community, or witnessed by a member of staff, we will send a letter to the parents to alert them that this behaviour falls short of what we would expect of a parent at our school. They will be given the opportunity to explain their alleged actions in writing.
4. **Banning Letter** – Following a warning letter, if there are further reports of the same or similar behaviour, the Headteacher can ban the person from the premises.

*We will not typically get involved in fall-outs between two sets of parents/families other than in a counselling capacity to pupils of said families who may be struggling as a result of such conflict.*

## **11.3 – Social Media**

If any pupil or parent/carer is found to be posting libellous or defamatory comments on Facebook or other social network sites regarding the school or any staff member, they will be reported to the appropriate 'report abuse' section of the networking site. All social network sites have clear rules about the content which can be posted on the site and they provide robust mechanisms to report activity which breaches this. The school will also expect that any parent/carer or pupil removes such comments immediately.

In serious cases the school will also consider its legal options to deal with any such misuse of social networking and other sites. Additionally, in the issue of cyber bullying and the use by one child or a parent to publicly humiliate another by an inappropriate social network entry the school will investigate and deal with this as a case of school bullying, following the school anti-bullying policy.

## **12. Complaints**

### **12.1**

The school's procedures for dealing with complaints about behaviour are declared a part of the school's procedures for handling complaints and these can be found in our school's Complaints Policy.

**"With God, all things are possible."  
Matthew 19.26**

## **List of Appendices:**

Appendix 1: Strategies to support Pro-social behaviour

Appendix 2: De-escalation script

Appendix 3: Behaviour Log

Appendix 4: Warning Letter to Parents Letter to Parents

**"With God, all things are possible."  
Matthew 19.26**

## **Appendix 1: Strategies to support Pro-social behaviour**

In the first instance it is the class teacher's responsibility to manage behaviour positively in the classroom.

The following strategies are used to encourage pro-social behaviour choices in the daily provision.

- Plan for good behaviour by ensuring that all lessons are accessible, lively and engaging.
- Lessons will provide a suitable level of challenge.
- Teachers attend to the lesson 100% of the time, aiming for 100% engagement.
- Teachers will actively teach class routines to ensure slick transitions.
- Separate the (undesirable) behaviour from the child.
- Use the language of choice.
- Keep the focus on primary behaviours.
- Actively build trust and rapport.
- Model the behaviour that you want to see.
- Recognise that stable behaviours are different for different children.
- Always follow up issues that count, ensuring that any consequences given are educational and appropriate.
- Work to repair and restore relationships.
- Tactical ignoring.
- Teacher proximity.
- Non-verbal signals.
- Eye contact.
- Code of conduct reminders.
- When-then direction or describing the behaviours seen.
- Redirection.
- Give choices.
- Refocus.
- Focused questioning.
- Allow take-up time –a child may need to 'cool down' before dealing with an incident.
- Concluding the day positively and starting the next day afresh.

**"With God, all things are possible."  
Matthew 19.26**



## **Appendix 2: De-escalation script**

(Name) I can see something has happened.  
I am here to help.  
Talk and I will listen.  
Come with me and....

Positive phrasing is used:

- Stand next to me
- Put the pen on the table
- Walk in the hall
- Switch the iPad off
- Walk with me to the hall
- Stay seated in your chair
- Please/Thankyou

Negative/ambiguous phrasing is avoided

- Stop being silly
- Be good
- Don't throw the pen
- Stop running
- That's not very nice
- Don't talk to me like that
- Calm down

Limited choice is given

- Where shall we talk? Here or in the library?
- Put the pen on the table or in the pot.
- Are you going to sit on your own or in the group?

**"With God, all things are possible."  
Matthew 19.26**

# Appendix 3: Behaviour Log

An A4 red ring binder kept on the desk of each Class Teacher.  
Can be completed by any member of teaching or support staff.

## Low Level Behaviour Incident

<b>Date/Time/ Place:</b>						
<b>Pupil's Name:</b>						
<b>Behaviour:</b>	Speaking when an adult is talking	<input type="checkbox"/>	Eating in class	<input type="checkbox"/>	Graffitiing on school books	<input type="checkbox"/>
	Not getting on with task set	<input type="checkbox"/>	Making rude noises that are distracting others	<input type="checkbox"/>	Pushing and shoving	<input type="checkbox"/>
	Off task and not concentrating	<input type="checkbox"/>	Distracting other children intentionally	<input type="checkbox"/>	Graffiti or damage to school property	<input type="checkbox"/>
	Task incomplete - lack of effort/concentration	<input type="checkbox"/>	Interrupt when another child/adult talking	<input type="checkbox"/>	Stealing from another child	<input type="checkbox"/>
	Not lining up sensibly	<input type="checkbox"/>	Ignoring and instruction given	<input type="checkbox"/>	Rough play	<input type="checkbox"/>
	Talking in assembly	<input type="checkbox"/>	Saying unkind things to others	<input type="checkbox"/>	Lying	<input type="checkbox"/>
	Not sharing. Snatching.	<input type="checkbox"/>	Saying mean/unkind things behind another child's back	<input type="checkbox"/>	Answering back to an adult	<input type="checkbox"/>
	Fiddling/fidgeting,swinging on chair/out of seat	<input type="checkbox"/>	Swearing (reported by another child).	<input type="checkbox"/>	Cheating or copying someone else's work	<input type="checkbox"/>
	Sexualised comment	<input type="checkbox"/>	Sexualised action	<input type="checkbox"/>	Other	<input type="checkbox"/>
	Further detail (if needed):					
<b>Consequence:</b>						
<b>Issuing adult:</b>						
<b>Any further action required:</b>	Continue to monitor Meeting with parent Home School Report					
	Recorded on ARBOR:					

**"With God, all things are possible."  
Matthew 19.26**

### Serious Behaviour Incident

<b>Date/Time of Incident:</b>	
<b>Pupil's Name:</b>	
<b>Behaviour:</b> (including name of any other child involved)	
<b>Issuing adult:</b>	
<b>Referred to:</b>	
<b>Consequence:</b>	
<b>Parent Informed:</b>	Yes/No
<b>Any further action required:</b>	Continue to monitor Meeting with parent Home School Report
	Recorded on ARBOR:

**"With God, all things are possible."  
Matthew 19.26**

## Appendix 4 – Letter to parents about alleged off site behaviour

Dear \_\_\_\_\_

I have received a report about your conduct outside of Graveley School on two occasions this \_\_\_\_\_). This appears to fall far short of that we would expect of a parent of a pupil at our school.

### *Details of allegation*

.

I must inform you that both the Governing body and I will not tolerate aggression towards members of the school community and will act to protect its staff and pupils from any form of abuse or intimidation. I should warn you that any future conduct of this nature could result in the school imposing conditions restricting your access to the school.

I wish to give you an opportunity to give me in writing any comments or observations of your own in relation to the report which I have received about your conduct. Please do so within 10 working days of the date of this letter. These comments may include any assurances you are prepared to give about your future good conduct.

Yours sincerely

**"With God, all things are possible."  
Matthew 19.26**