



# **Grateley Primary School**

*A school where every child becomes a lifelong learner and realises their potential.*

## **Positive Behaviour Policy**

**Signed Chair of Governors: Vicky Rutherford**

**Reviewed: October 2024**

**Next review: October 2025**

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## 1. Principles

The aim of our positive behaviour policy is to enable children and adults to implement the values of Grateley Primary School through self-discipline, mutual respect and positive social behaviour.

The school's ethos is based on the importance of relationships, both the professional relationship between staff and the way in which pupils, staff and other adults treat each other. Where staff treat pupils courteously, respect their ideas, value their individuality and listen carefully to what they have to say, pupils learn by example and are much more likely to respect teachers and other adults, and behave sensibly and considerately themselves.

Golding (2015) advises that we develop boundaries and discipline alongside building a positive, trusting relationship.

The school recognises that the development of a school community which is a secure and purposeful environment, in which children have high self-esteem and respect and tolerance for others, is an aim shared with parents, and that the successful implementation of this policy depends upon the support of parents. It is expected that parents share the aims and content of this policy with their children and that the Home School Agreement is signed jointly.

## 2. Objectives

- To ensure that effective teaching and learning can take place.
- To embed the 3 Bs which ensure high standards of behaviour.
- To encourage a fair and consistent approach towards behaviour and discipline throughout the school.
- To involve all staff, governors and adults working in and around the school to act as positive role models.
- To ensure playtimes are happy and safe.
- To involve the children at all stages of this Positive Behaviour Policy, ensuring restorative conversations are effective.
- To encourage close co-operation; with parents, this is essential in maintaining good discipline.
- To offer individual support to children with behavioural, social and emotional difficulties.



### 3. Guidelines

- The Head Teacher, staff and Governing Body have a statutory responsibility to promote good/outstanding behaviour and discipline in the school. The Behaviour Policy will be made known within school and brought to the attention of pupils, parents, and staff by the Head Teacher.
- Parents are encouraged to work in partnership with the school to promote outstanding behaviour e.g. through the home/school agreement and the use of home/school diaries if and when necessary.
- The 3Bs will be implemented to ensure the safety of children and adults and the smooth running of the school.
- Outstanding behaviour and positive attitudes will be promoted from Reception Year to Year 6 to establish a strong foundation for outstanding conduct throughout the school.
- Outstanding behaviour will be encouraged, recognised and rewarded in a variety of ways.
- In the case of negative behaviour, early and prompt intervention and restorative conversations will be actioned so that it is clear to the children that their behaviour is unacceptable.
- If bullying is reported, the school's anti-bullying policy will be implemented.
- In the case of persistent negative behaviour, the school will take steps to identify the underlying causes and attempt to address the problem. This will involve parents and the team working around the child/ren.
- Emotional and social development strategies are used including: Circle time along with involvement of the Emotional Literacy Support Assistant (ELSA) and Thrive when needed.
- The children are encouraged to reinforce good behaviour amongst their peers, and expected to take responsibility for their actions, and have proper regard for all in authority.

We support children to demonstrate outstanding behaviours in school through the expectation of the 3Bs and through Grateley Bootcamp.

### 4. Scope of Policy

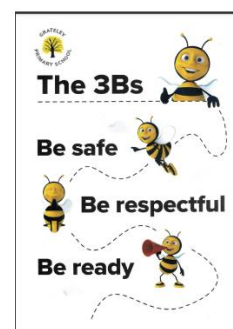
In accordance with DfE guidelines (February 2014) teachers may discipline pupils for:

Misbehaviour when the pupil is:

- Taking part in school-organised or school-related activities;
- Travelling to or from school;
- Wearing school uniform;
- In some other way, identifiable as a pupil within the school.

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

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



*Teachers and staff – This refers to any paid member of classroom and administration staff, supply teachers or PPA cover staff. For the purpose of this policy other non-paid members of staff, outside visitors/providers, volunteers may not impose sanctions without the express*

permission of the Head Teacher or without referring to a class teacher. Where Teaching Students are in control of groups of children they must refer to their class teacher/senior member of staff when considering sanctions beyond minutes lost off break, time-out or verbal reprimands.

## **5. Grateley Primary School's 3Bs**

Our 3Bs link closely to our school values:

### **Teamwork, Respect, Enthusiasm and Excellence (TREE)**

Our 3Bs are:

- Ready
- Respectful
- Safe

At the start of the year, each class will write and sign their own class charter, based on the school values and rules, so children feel ownership of the document.

This may be refreshed periodically depending on the needs of the class.

#### **a.Opportunities to celebrate:**

The children are encouraged to set themselves high standards of behaviour and to be aware of the needs of others in an atmosphere of trust where they can feel happy and secure. They are given praise and guidance when appropriate so that they can develop awareness of the behaviour expected, using children who behave well as models for outstanding behaviour.

- Pupils who demonstrate good learning behaviours may be invited to share their learning with the Head teacher in the 'Grateley Book of Excellence'. These behaviours reflect the expectations of the 3B's.
- Where possible, classroom teachers will provide parents with feedback on their child's positive behaviour via a celebration postcard, text or phone call home.
- Children are frequently given house points and dojos when they demonstrate one of our Grateley values. This individual reward also contributes to the overall team outcome and helps to highlight the importance of community cohesion. This is celebrated at the end of every term with a reward for the house point winners. This is a movie and popcorn in the hall.
- We celebrate individual and group success regularly throughout the year in assembly and in classrooms.
- Classrooms may have their own individual rewards based on the needs and interests of the pupils, these may include: beads in a jar, star of the day, etc.
- Hot Chocolate Friday celebrates the success of children that follow the Grateley Values all the time. A child from each class is chosen and given a hot chocolate ticket because they demonstrate good learning behaviours in class. They come to the learning zone for hot chocolate with other children and a senior Leader.

- Grateley Excellence certificate and display celebrates children's successes every week in celebration assembly.

### **b.Emphasis on Praise**

At Grateley Primary School we **praise outstanding behaviour** so that all the children around know that we are pleased.

For example:

“Thank you, it was so helpful when....”

“How polite to let me be first”

“I was so pleased with the way you...”

“I thought you were really kind when you...”

### **c.Incentives**

The children are encouraged to set themselves high standards of behaviour and to be aware of the needs of others in an atmosphere of trust where they can feel happy and secure. They are given praise and guidance when appropriate so that they can develop awareness of the behaviour expected, using children who behave well as models for good /outstanding behaviour.

*Positive behaviour is rewarded through...*

- Non-verbal signals, e.g. name and thumbs up, name and smile.
- Recognised on the class recognition board using Dojo points.
- Dojo points given for learning and work behaviours.
- Verbal Praise, e.g. name, I like the way you..., name and well done.
- Stickers for good work or behaviour, being kind, being polite or for trying especially hard to achieve a target.
- House points recorded on class 'House Boards' and counted by the House Captains at the end of every week.
- Individual class initiatives such a pebble in the jar, etc.

*For exceptional behaviour children will be rewarded through...*

- A note or message home to parents.
- Children awarded Dojo points for learning and work behaviours and rewarded certificates (50 points, 100 points, 200 points etc).
- When a child receives 1000 Dojo points the Head Teacher will write a postcard to the child's parents and send it in the post.

*Examples of Strategies to promote outstanding behaviour in the classroom*

- Adults by classroom doors in the morning to greet every child.

- Ensuring the classroom is well organised and resources promote positive behaviour - the classroom is the children's learning space.
- Proximity – simply move closer to the child so they are aware of you or move the child closer to you.
- Re-direction and reward, e.g. "carry on with your work, good, well done!"
- Praise others – praise a child who is behaving well near the target child.
- Active listening – genuine listening to **make sure** you **really know** what the difficulties are.
- Respect for child's viewpoint, respect for colleagues.
- Be polite, say please and thank you.
- Puppets/characters used to model situations.
- Behaviour charts/rewards when needed and carefully discussed with the Head Teacher.
- Restorative conversations with children and the adults involved.
- Earshotting- Adults talk positively about a child so that the child and other children can hear.

#### **d.Grateley Bootcamp**

Through the Grateley Bootcamp the adults and the Head Teacher may deploy other strategies to manage behaviour.

- **Adults will not talk over the lead adult** working with a class or group, **including no interruptions to lessons** unless essential.
- Resources will be ready and organised for **every** lesson.
- Children and adults will **walk on the left** in the school.
- When lining up children will line up **quietly** and **smartly (hands by their side and not talking)**.
- Staff will remind children about **dressing smartly** and model this to other children, following the school uniform code (i.e. shirts tucked in, jumpers not around waists).
- Staff will **model and insist** upon agreed standards such as not defacing books and work being of a minimum expected standard for each individual child. This is called the **4 Ps; posture, presentation, pride and perseverance**.
- Children and adults will speak with **respect** to one another.

#### **6. Learning Area and Restorative Conversations**

Sanctions may be necessary to show that behaviour is unacceptable and must change. Children usually respond to approval and then behaviour can be managed by praise. We appreciate that a child who behaves inappropriately is communicating a need and may need understanding and support. We deal with this by investing time with the child in order to discover what the problem is and hearing all sides involved.

Really inappropriate or negative behaviour such as very bad language, threatening, loud, vexatious behaviour and bullying needs to be recorded on CPOMs and followed up to ensure the class teacher and a member of the Senior Leadership Team is aware. Where an incident is serious, this must be reported to the Head Teacher immediately. At this point parents are informed and called into school for a meeting to discuss a positive way forward.

When a sanction needs to be used, the consequence should be:

- Related to the behaviour

- Reasonable
- Respectful
- Make the child aware of choice and consequence
- Change the behaviour
- Lawful

The sanctions are reviewed annually or more often due to changes such as change in government policy.

**Procedures to be used within school:**

**Remind** the child positively what they need to do with a statement not a question (Now we need to..... It is time to.....) Make sure language is simple.

If the behaviour is disrupting other children and effecting others learning, the child needs to be guided or removed from the classroom. If it is not safe to remove the child then the class moving to a safe space will be considered. The class teacher needs to ensure the child is safe and has the appropriate time to regulate before continuing with next steps.

When the child has calmed down, a restorative conversation **needs** to happen between the appropriate adult and the child. If the incident had required further intervention from other adults the conversation should also include them. After any behavioural incident, it is important that there is a debriefing for the child (or others if involved) and the child has the opportunity to move on from the behaviour. Parents/carers must be informed.

**No child must be sent out of a classroom to work alone.**

Teachers must ensure that parents/ carers are informed of any serious or ongoing behavioural issues and that where there is another child involved that their parents are informed and that incidents are followed up. Notes from any meetings taken and the behaviour log on CPOMs must be completed.

If a child or staff member discloses any incident of sexual assault, the Head Teacher will respond immediately in conjunction with the school's safeguarding and child protection policies.

**Playtimes and Lunchtimes**

During lunch-times, if a child misbehaves, they are spoken to by an adult. If the adult has reason to believe that a pupil has been involved in an incident that goes against the school rules, and has resulted in deliberately attempting to harm another child verbally or physically, the class teacher or senior member of staff will be informed and the child may be asked to spend some time with the adult on the playground rather than playing, or sent inside to a member of the Senior Leadership Team.

All incidents requiring a sanction will be recorded on CPOMs by the person dealing with the initial event.

**7. Extreme Behaviour and Support from External Agencies**



### **a) Long Term Challenging Behaviour or High Level Negative Behaviours**

When a child displays long term challenging behaviour or a sudden change towards high level negative behaviours, the school will consider use of appropriate analysis tools such as Antecedence, Behaviour, Consequences (ABC) charts, which record behaviour incidents over a period of time. Parents will be informed of any such input from school. The class teacher will then analyse this to ascertain any triggers or causes. A Positive Support Plan will be put in place by the Class teacher in conjunction with the SENDCo or Head Teacher. This will be shared with the child's parents. A Positive Support Plan will be completed to help give the child additional support to deal with their behaviours. If the child's behaviour continues to be a concern then a risk assessment will be written. A risk assessment enables the team to plan for the provision and environment and mitigate any risks towards the child, other children, adults and the environment. Risks assessments and Personal Support plans are revised either half termly or following a significant incident.

### **b) Children with Special Needs and Complex Needs**

Whilst continuing to follow the Behaviour Policy, we do understand that some children have specific needs and they may follow a Personal Support Plan. All children are supported to develop an understanding of their own feelings and those of others by teachers during circle times and the Personal Development Learning curriculum. However, some children may also require support from social skills groups; this is provided by ELSAs (Emotional Literacy Support Assistants).

### **C) Suspensions/ Exclusion**

In the event of an extremely serious incident, a short-term fixed suspension may be imposed in line with the Hampshire County Council Education guidance. Permanent exclusion would be an ultimate and extreme sanction and one which would be reluctantly imposed. Only the Head Teacher may suspend a pupil. In the event of the Head Teacher being absent and/or the school not being able to contact them, the Deputy Head Teacher may carry out a 'fixed term suspension with the guidance of the Local Authority Inclusions Officer's guidance and/or the Head Teacher.

In all cases, the school will follow current Exclusions Guidance for Hampshire Schools. Should a child's behaviour be so extreme that physical restraint is necessary, the school will adopt the guidelines set down in the DfE Circular 10/98 and the Physical Intervention Policy.

### **d) Searches and the Use of Reasonable Force**

Searching a child for the following prohibited items will be carried out by the Head Teacher with another staff member present and recorded in the Behaviour Log if there is reason to believe this is necessary to keep the child or other children safe:

- Knives or weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence.

- To cause personal injury to, or damage to the property of, any person (including pupil).
- Any banned item as specified in the school rules i.e. mobile phones.

The use of reasonable force is a last resort approach for all staff, but is deemed appropriate and acceptable in the following circumstances:

- In self-defence or when safety is an issue.
- To prevent pupils from hurting themselves or others.
- Where there is a risk of significant damage to property.
- To search pupils for weapons / stolen property.

The incident will be reported in the Behaviour Log and parents contacted immediately. This links to the Physical Intervention Policy.

### **e)Documentation and Records**

- The class teacher will note all negative behaviour on CPOMs.
- The class teacher will note recurring incidents of negative behaviour on an Antecedence, Behaviour, Consequences (ABC) chart for analysis. A personal support plan may be implemented.
- Where a child presents a risk of harm, either to themselves or others, a risk assessment will be written and reviewed half termly.
- All staff will record behaviour on CPOMs; details will be passed onto the class teacher.
- On the advice of the SENDCo/Head Teacher, a behaviour diary may be kept and a personal support plan set in place.
- Outside agencies may be contacted by the Head Teacher or SENDCo, e.g. Educational Welfare Officer, Educational Psychologist, Behaviour Support Team. Parents will be informed and permission given for external referrals for named/individual pupils.
- Racist comments or incidents must be recorded on the racial/ prejudicial language reporting form and then logged on CPOMs under the 'racial' heading and the Head Teacher informed.
- Any bullying incidents must be recorded on the anti-bullying reporting form and then logged on CPOMs. The Head Teacher is responsible for monitoring bullying in the school.
- Physical Interventions are covered by the Physical Interventions Policy and a Physical Intervention form must be completed.
- Child Protection concerns are dealt with in accordance with the Child Protection Policy.

## **8. Allegations Against a Member of Staff.**

An allegation against a member of staff made by a child would not automatically be a suspension of a staff member who has been accused of misconduct. An investigation would always follow, following advice from and given by the Child Protection Team and reading the document 'Dealing with Allegations of Abuse against Teachers and Other Staff'. Allegations of misconduct made against the Head Teacher, will be investigated by the Chair of Governors in conjunction with advice and guidance followed from the Child Protection/ Allegations Team.

## **9.Mobile Phones**

The use of mobile phones by children in school is prohibited. Children must not bring in mobile phones to school unless they are a child that walks to and from school on their own. If they do

walk to and from school independently and bring a mobile phone, this must be given to the class teacher and stored in the classroom cupboard safely.

### **10. Monitoring of this Policy**

The Governors and Head Teacher are responsible for the monitoring and annual review of this policy.

This policy should be read in conjunction with the Home School Agreement, Safeguarding, Physical Interventions policies and Equal Opportunities documents.

The School Leadership Team will monitor behaviour logs on a termly basis and will report on behaviour annually at the full Governing Body meeting.

## **Grateley Primary School**

### **“Realising our children’s potential”**

#### **Teamwork, Respect, Enthusiasm and Excellence**

### **Governing Body Statement of Behaviour Principles**

Signed Chair of Governors: **Vicky Rutherford**

Updated : September 2024

Next Review: September 2025

Section 88(2) of the Education and Inspections Act 2006 requires the governing body of maintained schools to publish a statement of behaviour principles for their school. The Governing Body therefore has a duty to produce and review, a written statement of general principles to guide the Head Teacher in determining measures to promote good behaviour and discipline amongst pupils. The document ‘Behaviour and Discipline in Schools – Guidance for Governing Bodies’ (DfE - July 2013) has been used as a reference in producing this Statement of Behaviour Principles.

Grateley Primary School is an inclusive school whose ethos includes the belief that everyone should:

- have the right to feel safe, cared for and valued
- to develop values and beliefs and a strong sense of right and wrong
- to work co-operatively, showing respect for everyone.

In line with our core values we are committed to promoting Teamwork, Respect, Enthusiasm and Excellence, within which these principles for behaviour are reflected.

## **1. The Right to Feel Safe**

All pupils, staff and other members of the school community have the right to feel safe at all times whilst in school. We expect all members of the school community to behave responsibly and to treat each other with respect.

They should be aware that bullying or harassment of any description is unacceptable even if it occurs outside normal school hours.

## **2. High Standards of Behaviour**

Grateley Governors believe that the expectation of high standards of behaviour during the school day can have a positive effect on the life of pupils outside school, encouraging them to realise their potential and become successful citizens.

The school's Positive Behaviour policy should help pupils to develop self-esteem, respect for others and responsibility for one's own learning and behaviour.

Governors strongly believe that high standards of behaviour lie at the heart of a successful school.

## **3. Inclusivity and Equality**

Grateley Primary School is an inclusive school, who believe in equality and in valuing the individual. We believe all members of the school community should be free from discrimination, harassment and bullying and will not tolerate them in any form. Measures to counteract bullying and discrimination will be consistently applied and monitored for their effectiveness.

In line with the Equality Act 2010, the school's legal duties will be further reinforced through the Behaviour and Anti-Bullying Policies, and safeguard vulnerable pupils.

We recognise some pupils may need additional support to meet behaviour expectations and the behaviour policy should reflect this.

## **4. School Rules**

School rules are to be detailed in our Positive Behaviour Policy.

We expect all staff to support school rules and codes, ensuring consistent application across the school day.

## **5. Partnership with Parents and Carers**

The Positive Behaviour Policy is to state how the school will work in partnership with parents and carers. The school should use a variety of methods to communicate positive and negative behaviours.

## **6. Incentives**

We believe positive behaviours should be rewarded to encourage good behaviour in the classroom and elsewhere in the school.

The Governors expect that any incentive system be explained to all who have responsibility for pupils such as extended school provision and home to school transport so that there is a consistent message to pupils that good behaviour reaps positive outcomes.

The reward system must be regularly monitored for consistency, fair application and effectiveness.

## **7. Sanctions**

Sanctions for unacceptable/poor behaviour should be known and understood by all staff, other adults with authority for behaviour, pupils and parents/carers including extended provision.

It is important that sanctions are monitored for their proper use, consistency and effective impact.

## **8. Searches**

The Governors expect the Positive Behaviour Policy to clearly outline the circumstances when staff have the statutory power to search pupils with and without their consent. Governors agree a non-consensual search would be in a situation when a pupil is suspected of being in possession of a prohibited item. Prohibited items include:

- Knives or weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence.
- To cause personal injury to, or damage to the property of, any person (including pupils).
- Any banned item as specified in the school rules.

## **9. The Power to Use Reasonable Force**

The Governors expect the Positive Behaviour Policy to clearly outline the circumstances when staff may use reasonable force. At all times the use of force should be a last resort but Governors agree it may be used in the following circumstances (see Section 93 of the Education and Inspections Act 2006):

- In self-defence or when safety is an issue.
- To prevent pupils from hurting themselves or others.
- Where there is a risk of significant damage to property. <sup>[1]</sup><sub>[SEP]</sub>
- To search pupils for weapons / stolen property.

The Governors expect that all staff are appropriately trained in the use of reasonable force. All incidences of using reasonable force must be documented and parents informed. Where a serious or repeat risk has been identified, an individual pupil 'Positive Support Plan' may specify a particular physical intervention technique for the pupil concerned.

## **10. The Power to Discipline Behaviour Outside the School Gates**

The Governors expect the Positive Behaviour Policy to set out the school's response to non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The Policy should include the school's response to any bad behaviour when the pupil is:

- Taking part in any school-organised or school-related activity.

- Travelling to or from school.
- Wearing school uniform.
- Identifiable as a pupil at the school.

Even if the conditions above do not apply, the Policy must take account of misbehaviour at any time which:

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

In any of the above circumstances it would be at the discretion of the Head Teacher whether to notify the police or the Local Authority anti-social behaviour coordinator. It would be expected that staff should consider whether the misbehaviour could be linked to child suffering, or being likely to suffer, significant harm. In this case staff should follow the schools safeguarding policy.

### **11. Pastoral Care for School Staff**

The Behaviour Policy must include details of how the school will respond to an allegation against a member of staff. The Governors would not expect automatic suspension of a member of staff who has been accused of misconduct, pending an investigation. The Governors would, however, expect the Head Teacher to draw on and follow the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

### **Associated Resources**

Link to A guide to the law for school governors:

<http://www.education.gov.uk/schools/leadership/governance/b0065507/gtll>

Link to the Department's advice on the Equality Act 2010:

<http://www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity/a0064570/the-equality-act-2010>

Link to Use of Reasonable Force – advice for head teachers, staff and governing bodies:

<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0077153/use-of-reasonable-force-advice-for-school-leaders-staff-and-governing-bodies>

Link to Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies:

<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0076897/screening-searching-and-confiscation>

Link to guidance on Dealing with Allegations of Abuse against Teachers and Other Staff':

<http://www.education.gov.uk/aboutdfe/advice/f0076882/ensuring-good-behaviour-in-schools/allegations-of-abuse-against-staff>

## 12. Appendices:

### Appendix A:

Suggested language to support children at Grateley

- I can see/hear you are feeling..... Is that right?
- I can see its really hurting.....
- I understand.....
- Thank you for sharing that.....
- I noticed..... You said (or did) when.....
- I was wondering about.....
- I think what you are trying to say is.....
- I wonder if.....
- I wonder what might help.
- That's not a nice feeling is it?
- We'll have a think about what we can do
- Could you tell me a bit more about that?
- That's sounds tricky/difficult..... maybe we need a moment to think about this.....
- I am sorry to hear that.....
- I can see its really hurting.....
- It's really nice to see you.....
- I'm wondering how you feel about that.....
- I can see you are finding it hard
- I can see you are upset.....
- I wonder how it felt when.....
- I can imagine you felt.....is that right?
- Tell me about.....
- How do you think I could help you?

## Appendix B:

### Grateley Primary School Behaviour Consequences

When faced with negative/ disruptive behaviour:

-Proactive measures should always be implemented first to support the child.



-Try redirection techniques and non-verbal cues.

-If this does not work, give a clear verbal warning stating the desired behaviour and what the consequence will be if the child does not comply. Give the child time to turn it around. Give a second warning stating the desired behaviour and this is the last opportunity to turn it around and then the consequence will be given.

Example; "Tommy, I have asked you to stop talking to Emma, I want you to focus on your learning, this is your first warning. If you have a second warning and don't turn it around you will....."

-Give a consequence. This is not shouting at child or humiliating them in front of the class.

-Ensure the consequence is served.

All consequences should be followed with a restorative conversation and is IMPORTANT to restore the relationships.

This is in line with Grateley's Positive Behaviour Management Policy

All incidents should be recorded through ABCC format on CPOMs. Restorative conversations/ activities should also be recorded on CPOMs.