



Grove School

Behaviour Policy

Mission statement:

"Enjoy, learn, achieve"
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Behaviour Policy

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<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

1.) Our Mission Statement

"Enjoy, learn, achieve"

2.) Grove School Expectations

It is the expectation that all adults working at Grove and all visitors to Grove, including parents, are aware of and understand how to reward children for following our expectations.

In every classroom and the main school areas there are copies of the Grove Expectations.

Children, parents and staff evolved our "Grove Expectations" in 1995. They have been reviewed regularly with staff, pupils and governors and have not changed over time.

As pupils, staff, parents and visitors:

- We treat others as we would like to be treated
- We are kind and don't hurt others or their feelings
- We respect all property
- We always try to do our best
- We are honest and tell the truth
- We are good listeners and thoughtful speakers.

At Grove School we aim to:

- Promote good behaviour;
- Develop excellent attitudes to learning;
- Celebrate achievements;
- Foster an atmosphere where pupils are proud of their achievements and those of others and where pupils show respect for the ideas of their peers;

- Develop in pupils' self- discipline, an ability to self-regulate and show resilience;
- Ensure pupils feel safe and secure at all times.

3.) Rewarding and celebrating good behaviour

At Grove we recognise and celebrate positive attitudes to learning and behaviour in the following ways:

- Verbal praise
- Physical gestures to communicate good behaviour and work
- Sharing of good work with peers in class, in other classes and on the school website
- Celebrating work of a high standard and/or effort with work with the Head teacher stickers and prizes awarded
- Star of the week awarded by class teacher and celebrated in Friday assemblies
- Lunchtime star of the week awarded by lunchtime supervisors and play care coordinators and celebrated in Friday assemblies
- Being recognised and selected by peers to represent the class as a school council member or Young Person's Parliament representative
- Being selected by staff to welcome and show visitors Grove School
- Citizenship project, children being selected and acting as peer support (play leaders peer mediators, buddy readers, helping in EYFS)
- End of year award ceremonies
- Residential visits
- Whole school approach for rewarding positive behaviour is through the use of J2Stars. This is an application on BGFL. Pupils are rewarded with stars for working hard and positive behaviour.

4.) Identifying and supporting pupils with emotional and behavioural needs

- i) All staff in Grove School adopt the Emotion coaching technique when discussing feelings and emotions with pupils. Emotion coaching is used to support pupils with recognising and understanding their current emotional state. There are Four steps of emotion coaching which includes: Recognise the pupil's feelings; name the feeling or emotion; set limits if needed; and problem solve together. Emotion coaching is used by all staff to support pupils on a day to day basis.

- ii) Class teachers and teaching assistants support pupils with emotional and behavioural needs using the school's behaviour management programme. This provides children with the opportunity to be reminded of appropriate behaviour and the Grove Expectations and self- correct behaviours.
- iii) Behaviour Management Programme

If a child is not meeting the Grove Expectations:

- a. remind the child of the behaviour you wish to see and provide them with an opportunity to show you they can improve
- b. if the behaviour persists, inform the child you may need to ask them to move them to another area within the learning space
- c. if the behaviour persists, inform the child you may need to ask them to leave the classroom and spend time in another class. Be specific about why this needs to happen, who they are spending time with and for what length of time. Monitor the number of incidents and record.
- d. as a consequence of a pupil not meeting behaviour expectations a pupil may be requested to stay with a member of staff at playtime and/or lunchtime to finish work or discuss concerns/incidents

If the negative behaviours persist discuss the need for a target card with a senior member of staff, usually a year group leader.

- iv) The nature of the pupils' inappropriate behaviour is discussed and a target or improvement agreed. This target is related to the Grove expectations. In the majority of cases the target card system is agreed with the consent of the parent. A meeting is held with parents to agree the target. If a parent does not agree school can still use this supportive measure. The target a child is working towards should be easy for the pupil to understand, based on one behaviour you and the child wish to improve/reduce, be measurable.
- v) If a child is being supported by a school target card, they will not be invited to attend off site educational visits, residential visits or attend after school clubs until their behaviour has improved, they are meeting the Grove expectations and the support of the target card is no longer deemed necessary.
- vi) To fully support the child making progress against their target's parents are invited to attend a weekly meeting with the class teacher. Progress against the target is discussed and a comment added to the

card by the teacher and parent. The target card is signed and dated. The number of times a target is met is recorded in numerical form as is the number of targets not met. Eg 4/25 target not met, 21/25 target met. In EYFS and KS 1 a smiley face is used to denote target met, a sad face means the target was not met. In KS 2 the two terms 'target met' and 'target not met' are recorded. If a target is not met the teacher records a number in the box. On the back of a target card there is a form to log and record the date/time/lesson/ what was the behaviour/ what the consequence was. At a target card review meeting these are shared with parents and discussed.

- vii) The target cards will be monitored by the class teacher for a minimum period of two weeks. If there is no significant improvement the targets will be discussed and reviewed and the pupil will be supported by a green target card. This is monitored by the year group leader for two weeks. If, at the end of the two week period, there is no significant improvement the Assistant Head teacher will agree the targets with the pupil, parent and class teacher and will monitor for a period of two weeks. This is a purple target card. A pupil will need to improve their behaviour over a period of time. If a child is on a green target card, week 2 and progress has been observed against the target then they will move to a green card, week 1, then a yellow card week 2. Being supported by a target card means a child is able to talk about their behaviour at the end of each lesson, take ownership of their behaviour, set targets for improvement. Consequences are clear and immediate.

Pupils may be supported by target cards for class, playtime or lunchtime behaviour.

Yellow target card	Class teacher monitors and meets with parents
Green target card	Year group leader monitors and meets with parents
Purple target card	Assistant head teacher monitors and meets with parents

For some pupils it may be appropriate to include a reward to encourage them to meet the target. Depending on the age and understanding of the child this reward may be sessional, at the end of a day or at the end of a week.

If a child is supported with a playtime or lunchtime target card the play care coordinator or lunchtime supervisor completes the card with the pupil and communicates outcomes with the teacher.

Target cards and target not met logs are maintained in a red folder and are stored in the SEND filing cabinet in the classroom.

Occasionally there may be an incident in school which senior leaders assess as being very serious and a child may need the monitoring and support of the behaviour programme at a higher level ie the target card does not commence at yellow level but may start immediately at purple level. Such instances are rare and are in response to a serious breach of the school's behaviour expectations.

- viii) Where children have made no progress on the school's short term behaviour programme, the assistant head teacher will discuss with the parents and class teacher the child's special educational needs in relation to emotional, social and behavioural needs. A child may not be responding to the school's support programme and school may need to investigate if the child needs additional support from an external agency. The year group leader and class teacher will complete a behavioural and emotional assessment; this will identify the specific needs of the individual child. The specific needs and targets for the Individual One Page Profile will be shared with parents. The support for the pupils will be agreed and how progress will be monitored. The parent will be informed of a review date for the One Page Profile and will agree how they can support their child's targets at home. A child will be identified as having emotional and behavioural needs on the school's special educational needs register.

5. Summary of stages towards SEND support for emotional and behavioural needs

- Pupil supported with short term behavioural programme: class teacher target card (yellow)
- Pupil supported with short term behavioural programme: year group leader target card (green)
- Pupil supported with short term behavioural programme: Assistant head teacher (purple)
- An emotional, behavioural assessment is completed by the teacher and a leader in school to further analyse behaviour and patterns of behaviour
- Year Group Leader/class teacher and parents discuss One Page Profile for pupil and Individual Support Plan targets (ISP), the child is identified as having social, emotional and mental health needs and is registered as SEND Support on the school's register

- Class teacher and parents review the One Page Profile on an annual basis.
- A child may have Individual Support Plan targets, these are short term targets, related to a child's behaviour needs. Parents are invited to review their child's progress against these each term.

Observations may be carried out by senior staff, Behaviour Support Manager and/or outside agencies to fully assess a child's needs at any point in the above stage.

Referral to City of Birmingham School (COBS) - parental permission to be sought and referral form completed.

Referral to Educational Psychology Service (EPS)- parental permission to be sought and referral form completed.

6) Monitoring progress with pupils with emotional and behavioural needs

- Class teacher - weekly monitoring of progress using the behavioural target card system
- Year group leader monitoring through discussion with class teacher, discussion with pupils, learning walks
- Observation of pupils by leaders
- Annual review of one-page profile with parents at SEND review meeting
- Senior leaders to review progress of pupils weekly using CPOMS
- Termly review of assessment of emotional and behavioural checklist by the Pastoral Assistant Head teacher with the class teacher and/or year group leader

7. Agencies involved in pupils with SEND support of a One Page Profile/Pastoral Support Plan for emotional and behavioural needs

Once the class teacher, Behaviour Manager and Assistant head teacher have observed a child and completed an Educational Behaviour Development profile, the child will be considered by the Special Educational Needs Lead for referral to external agencies.

Lead staff working to support pupils with emotional and behavioural needs:

Ms J. Baker Deputy Head teacher
Miss E Mills Deputy Head teacher
Miss C Dowell SENCO and Assistant Head
Mrs C Willoughby Lead for EYFS
Mrs J Basnett Lead for Lower KS2
Mr J Bentley Lead for Upper KS 2

8. Pastoral Support Plans (PSP)

A Pastoral Support Plan may be necessary if a child's behaviour at school means that they have been permanently excluded or are "at risk" of permanent exclusion. "At risk" means that the child is not responding to the school's normal range of strategies and support and several short term exclusions may be indicative of this. A PSP will be needed in particular for those children whose behaviour is deteriorating rapidly.

A Pastoral Support Plan (PSP) is a school based programme which is meant to help a child to improve their social, emotional and behavioural skills. The PSP will identify precise and specific targets for the child to work towards and should include the child and parents in the drafting process. When a PSP is thought to be required a PSP meeting should be held during the normal school day. The teachers and the child's parents will consider whether the child should be present for the whole meeting or only part of it. At the end of the meeting everyone should be clear about what needs to be done, by whom and by when. PSPs are usually reviewed every 4 weeks and usually run for approximately 16 weeks.

The aim of a PSP is to promote the child's social inclusion and help reduce the possibility of the child's permanent exclusion. The PSP aims to involve the child in the challenge of improving their behaviour and social skills. As a result of a PSP, a child should be able to better manage their behaviour at school.

Occasionally the school may need to exclude a pupil from school for a fixed term period or a permanent exclusion. In such cases the Exclusions Team, Birmingham are consulted with.

School follows the exclusions guidelines in:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/921405/20170831_Exclusion_Stat_guidance_Web_version.pdf

The role and responsibility of the Governing Body

It is the responsibility of the school governing body to:

- a. Termly monitor the effectiveness of this policy through the work of the Performance, Safeguarding and Curriculum committee
- b. It is the responsibility of the governing body to review the policy on an annual basis
- c. It is the responsibility of the governing body to ensure school is following the advice in Behaviour and discipline in schools, DFE January 2016