Grange Park
Personal Development and Behaviour for Learning Guidelines

1. Intent

At Grange Park Primary School, we believe that personal development is a key building block for success and a fundamental part in a child's learning and development. The intent of our Personal Development curriculum is for it to be accessible to all, regardless of background and for it to maximise the outcomes for every child so that they know more, remember more and understand more. We want children that are responsible, respectful and above all else are active citizens in the diverse communities that they live in. Through a growth mindset and character education, our aim is that children are able to recognise, understand and develop the character traits that are needed to be able to live meaningful lives, reach their full potential and live alongside others in harmony whilst understanding what is morally and ethically right. Children at Grange Park Primary School are encouraged to develop their individual character, learn how to stay safe and healthy (both physically and mentally) and develop knowledge to ensure they are well equipped for the future.

We want all pupils to:

- Actively demonstrate our core values of **Respect, Resilience and Responsibility** in all that they do.
- Build on the values to develop **wider aspects of character** to inform their motivation and guide their behaviour: confidence, kindness, courage, empathy, honesty, generosity, integrity, humility, sense of justice.
- Make a positive and **tangible contribution to school life and our wider community**, actively supporting the wellbeing of other pupils.
- Develop and deepen an understanding of the fundamental **British values** of democracy, individual liberty, the rule of law and mutual respect and tolerance.
- Understand that **difference is positive** and that individual characteristics make people unique promoting an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation.
- Develop the knowledge and skills to keep themselves **mentally and physically healthy**.
- Develop an age-appropriate understanding of **healthy relationships.**
- Recognise **online and offline risks** to their well-being and be equipped to make the right choices and keep themselves safe.
- Be "**spiritually" aware** with the ability to be reflective about their own and other feelings, values and beliefs and faith, religious or otherwise; to have a sense of enjoyment and fascination in learning about themselves, others and the world around them, using imagination and creativity in their learning.
- Be **ready for the next phase of education**, equipped to make the transition successfully.
- Be **responsible, respectful and active** citizens who are able to play their part and become **actively involved in public life as adults**

2. Implementation

Our focus on personal development and "character," are seen through the life of our school:

- Our **3Rs** (core values) and **The Big 3** (school rules) are high profile and continually referred to, within wider aspects of **character, and an understanding of British values.**
- We have a strong focus on developing **positive relationships** between children and adults.
- Our **PSHE/RSE/Health and Wellbeing curriculum** follows the Jigsaw scheme of learning and is based on the themes of 'Being Me in My World, Celebrating Differences, Dreams and Goals, Healthy Me, Relationships and Changing Me'. Each session includes **Mindfulness** activities.
- We have a half termly **Character** focus which is taught through a series of assemblies where the character traits are explored and discussed through stories, moral dilemmas and real life experiences.
- Classes have regular '**circle time**', and have a '**Trust Bo**x' to enable communication from children about any issues and discussion around the core values and wider aspects of character.
- A planned, sequenced programme of **assemblies**, focusses on our core values, character traits, personal and social development and moral and spiritual themes.
- Pupils are made aware of **current affairs,** for example through following "Newsround" and "First News" in KS2 .
- There are planned opportunities for **debate,** linked to our focus on Oracy and the development of speaking and listening skills.
- We have a variety of **after school clubs** to extend pupils personal development, interests and opportunities, giving pupils the chance to demonstrate our values and behavioural dispositions in a different context.

- Through our **Acts of Kindness** programme, pupils are encouraged **to engage, discuss and reflect on civic and moral virtues**, supporting the local community and charities.
- We create partnerships with **community organisations** to support and work with us (e.g. Felix Project, local religious groups).
- We provide pupils with opportunities to take positions of **leadership** (eg School Parliament; Eco Ambassadors; Class monitors, tour guides, Reception helpers).
- We **recognise and celebrate** the display of positive characteristics by**: awarding badges and activities** through Marvellous Me app; **using a class recognition board**; sharing achievements with neighbouring classes and SLT; Achievement assemblies; Special mentions, Always Stars, Acts of Kindness and Growth Mindset Champions.
- We use **restorative practice:** Pupils are given the opportunity to explain how the incident has affected them, and how it can be put right, including any consequences. This empowers pupils and is a strong motivator to encourage responsibility for actions.
- Each class creates their own **'Class Code'** based on the Big 3 and 3Rs.
- The **school and global environment** is a focus, including use of the **school garden and forest school.** We are currently working towards the **Eco Schools Green Flag Award.**
- Providing opportunities to appreciate, participate and respond positively to a **wide range of artistic, musical, sporting and cultural opportunities.**
- Supporting pupils' **mental and physical health.** By providing Forest School nurture groups, ELSA emotional literacy support and access to a Learning Mentor.
- Providing opportunities for supporting **spiritual awareness, awe and wonder.**
- All new staff and trainees receive training in the policy implementation.
- Staff, children, parents and governors to be regularly consulted and informed of any changes.
- **Level 2 and 3 behaviour incidents** and **Physical Interventions** are recorded, tracked and monitored and support provided where necessary.

3. Roles & Responsibilities

We believe that all stakeholders have a shared responsibility for their own behaviour and the behaviour of others.

ROLES AND RESPONSIBILITIES	Staff & Governors	Child	Parent
Actively promote positive behaviour and respect	✓	✓	✓
Support the school's policy for behaviour and discipline	✓	✓	✓
Actively follow and promote the values at all times	✓	✓	
Act as examples of desirable behaviour	✓	✓	✓
Monitor the welfare of the pupils, recording incidents /causes for concern	✓		
Deal with incidents fairly and consistently, using restorative techniques	✓		
Celebrate success when achieved	✓	✓	✓
Encourage and build healthy, positive and supportive relationships between all members of the community	✓	✓	✓
Provide opportunities for children to assume positions of responsibility and leadership	✓		
Treat everyone in the school community with kindness and respect	✓	✓	✓
Strive for success in all areas of school life	✓	✓	
Take responsibility for their own behaviour and an active role in resolving issues	✓	✓	✓

Tell adults if they (or others) are upset or have a problem		✓	
Behave appropriately when representing the school e.g. on a school trip, sports event, travelling between home and school		✓	
Take care of school property, personal possessions and those of others		✓	
Ensure their child's regular attendance and punctuality			✓
Inform the school of any circumstances which may affect their children's well being, behaviour or ability to maintain relationships			✓
Attend meetings to discuss issues regarding their children			✓
Read and sign the home-school agreement		✓	✓
Show courtesy and respect to all members of the school community	✓	✓	✓
Act as a good role model to their child			✓

4. Promoting Positive Behaviour

All members of the school are valued as individuals. Our ethos is to create an environment in which positive behaviour is encouraged and reinforced, and positive attitudes fostered. We promote the right for children to speak out and seek help in all aspects of their wellbeing. We believe that praise and reward is key to creating a positive atmosphere where children have the opportunity to succeed. Adults will lead by example and model good practice.

Whole School Strategies
- Knowing, valuing and supporting every child to achieve by building strong relationships.
- Reinforcing expectations by referring to **Ready, Respectful and Safe** and **Respect, Responsibility and Resilience** in dialogue with children.
- Taking time to welcome pupils at the start of the day/transitions (with a first name basis to promote personal relationships).
- Teaching and modelling the behaviours associated with our three rules: **Ready, Respectful and Safe.**
- Giving first attention to best conduct, noticing and praising positives all of the time - **RIP** (reprimanding in private) and **PIP** (prasing in public).
- Celebrate children whose efforts go **above and beyond.**
- Being **consistent, certain and clear** and allowing 'take up time' when going through the steps before a consequence. Following up every time, retaining ownership and engaging in reflective dialogue with children.
- Recognising positive behaviour, using recognition boards, the Marvellous Me app to award badges and activities, special mentions in assemblies.
- Ensuring follow up conversations take place and consequences are clear and communicated.
- Allowing children to have a fresh start once an incident has been addressed.
- 'Circle Time' activities or explicit PSHE lessons where positive character traits and values are explored and discussed.
- Working in partnership with other agencies e.g. the Behaviour Support Service (BSS), within a class, group or individually.
- Encouraging children to be motivated intrinsically through study of growth mindset and learning about the difference individuals can make.
- 'Use restorative practice to repair.
- Being fair and ensuring consequences are proportionate and tailored to the child when appropriate.
- Never walking past or ignoring pupils who are failing to meet expectations.

General classroom strategies include:

- Using a table / class seating plan until routines are established.
- Providing and sticking to a lining up order, for key children or the whole class until able to decide independently.
- Giving responsibilities / class 'jobs' / monitors.
- Using random selection to show fairness, eg, lolly sticks, straws, etc.
- Using marbles in the jar (Jar of Good Choices).
- Sending pupils to another adult e.g Year Lead, partner class (could be for positive or negative reasons).
- Ensuring classroom organisation and routines are in place.
- Dealing with incidents on an individual basis, enabling personalisation as appropriate.
- Strategic ignoring and positive redirection, highlighting the good example of others, through use of positive sentence stems.
- Using reflection time to consider the Big 3, 3Rs (values), etc.
- Giving warnings before responding to unwanted behaviour using possible sanctions.
- Ensuring follow up conversations take place and consequences are clear and communicated.
- Allowing children to have a fresh start once an incident has been addressed.

Personalisation

Some children may need additional support or a more personalised approach to support their character development due to their individual circumstances. When supporting pupils with SEMH needs it is important that adults consider that children with insecure attachments have often lived through traumatic experiences, which have required them to act in a pseudo-independent way in order to survive. Children learn who they are and how the world is by forming relationships with people around them. The quality of a child's relationship with significant adults is vital to their healthy development and emotional health and wellbeing. Children who have needed to be pseudo independent can find it difficult to trust an adult. Children need to learn dependence in order to be healthily interdependent.

There will always be a reason or purpose behind any behaviour that others find challenging and which can place the young person as well as other people at risk.

It is the responsibility of those adults working to support the child or young person, to try to understand the motivation behind the behaviour; to try to interpret the behaviour from the young person's point of view.

Some children will need more support, and a personalised approach which may include:

- Strategic ignoring of low-level inappropriate behaviour.
- Use of social Stories.
- 'Time Out/In' with a timer – adjusting length of time according to age / stage.
- Individual target setting (e.g. Learning Support Plan, Pastoral Support Plan, class targets).
- Arranging for pupils to work on a 1:1, group or classroom basis e.g. with a school-based Learning Mentor.
- Personalised behaviour or reward charts for individuals after discussion with SLT.
- Home/School Book.
- Behaviour Contract.

Remember:

- We use positive strategies whenever possible.
- Our aim is to model and teach children so that they can manage basic routines independently, however this will depend upon their age and stage of maturity, and so should be adapted as they develop.
- A firm, assertive voice can be used without shouting.
- Individualised 'Class Codes' should be developed with the children at the start of the year, relating to the 3Rs and the Big 3, this should be referred to and revisited regularly, asking children to articulate where elements of the code have or have not been met.
- Use a book or similar to track warnings if necessary, but don't write names on the board.

5. Unwanted Behaviour

While we aim to ensure that all children behave in an acceptable way, by following our positive ethos, on rare occasions children's behaviour can be unacceptable and they may require additional support. The following are examples of unacceptable behaviour in our schools, with guidance as to how this may be managed.

Guidance regarding levels of unacceptable behaviour

Level 1 (Class Log)	Level 2 (CPOMs)	Level 3 (CPOMs)
	Persistent Level 1 behaviour	**Persistent Level 2 behaviour**
Disregarding Values		
Pushing in or not taking turn		
Interrupting		
Talking when an adult is speaking		
Spoiling others' games		
Avoiding work / wasting time		
Bringing sweets, chewing gum or inappropriate items to school		
Calling out / making inappropriate noises in lessons		
Running inside school		
Spreading rumours		
Arguing with pupils	Arguing with staff	
Stopping the learning of other children	Frequent disruption to lessons	Persistent disruption to lessons
Disrespectful attitude	Rudeness	Verbal abuse of staff or pupils
Using swear words and gestures	Swearing at pupils	Swearing at staff
Play fighting	Aggressive play	Fighting
Lying	Persistent lying	Blatant dishonesty and refusal to accept responsibility
Lack of cooperation	Refusal to follow instructions / deliberate defiance or disobedience	Dangerous defiance or refusal to follow instructions
Being careless with school equipment	Defacement, eg, scribbling on desk or others' work	Graffiti / vandalism / wilful destruction of the school environment or property

Unwanted physical contact	Isolated kicking, hitting, punching, biting, pushing, etc (this may include an online element which facilitates, threatens and/or encourages physical abuse)	Violent physical attack or causing bodily harm towards pupils or staff
Spitting on the ground		Spitting at a child or adult
Teasing, name calling		Intimidation or tormenting (including online)
	Leaving class without permission	Leaving school without permission
	Use of racial, social, cultural, homophobic or religious language without intent	Racial, social, cultural, homophobic or religious abuse (including online)

Level 3 only
Stealing
Possession / use of weapons, drugs, alcohol, cigarettes or other inappropriate materials
Bullying or extortion - including prejudice-based and discriminatory bullying. (Including online)
Inappropriate use of social media
Bringing the school into disrepute, before, during or after school
Inappropriate sexualised behaviour including sexual violence (this may include an online elelment which facilitates, threatens and/or encourages sexual violence)including online
Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassement which maybe stand alone or part of a broader pattern of abuse
Consensual and non-consensual sharing of nude and semi-nude images and/or videos
Upskiritng
Initiation/hazing type violence and ritual

6. Sanctions

When dealing with unwanted behaviour the following graded response and consequence procedure may be used as guidance, however the level of seriousness of the behaviour, the age, needs and situation of the child and the context in which the problem arose will be taken into consideration.

Possible consequences of unwanted behaviour are:

Level 1	Level 2	Level 3
- Reminder of the Big 3 and 3Rs - Verbal apology - Finishing work at break time or at home - Positive redirection, highlighting the good example of others - Being spoken to about the consequences of their behaviour by a member of staff - Parents informed verbally (could be by telephone or at home time) - Re-positioning within the group / classroom - Distraction free work area in the classroom - Removed from a game at break / lunchtime for a set period - Talking through and resolving incidents, recording when appropriate	- Incident recorded on CPOMs - Written apology - Being spoken to about the consequences of their behaviour by an AL or AHT) - Parents contacted - Regular Home – School communication - Re-location to another class for a specified period, with work - Loss of break time - Regular monitoring of pupil's work or behaviour and parents kept informed - Restorative meeting held	- Community service - Parents contacted and a meeting held with the child in attendance - Senior staff investigating and recording behaviour - Parents informed in writing (copy kept on file) - Exclusion from after school activities, eg. Football Club - Being spoken to by Headteacher and parents together - Behaviour contract between pupil, parent and teacher with specific targets and time scale - Headteacher's letter sent to parents (copy kept on file) - Regular monitoring of work or behaviour by Headteacher - Fixed term exclusion (this can include lunchtime exclusions) - In-school exclusion – child supervised by SLT - Support requested from outside agencies, eg, BSS, EP, police, MASH - Permanent Exclusion

Right to Search and Confiscation

Headteachers and their designated staff have the right to search for prohibited items with or without consent. They will follow the guidelines from 'Searching, screening and confiscation. Advice for Headteachers, school staff and governing bodies February 2014'.
Inappropriate items may be confiscated. These will be returned after a designated time (up to a week) to either the child or parent.

Restorative Practice

All members of the school community will try to use restorative strategies to repair relationships. Individuals are given the opportunity to rehearse conversations before being brought together for a meeting. A 'script' is available for staff and children to use to structure the supported restorative conversations, which all staff can carry on their person. The children are given the opportunity to explain how the incident has affected them, and how it can be put right, including any consequences. This empowers children, and is a strong motivator to encourage children to take responsibility for their actions, so that the behaviours are reduced.

Exclusion

Only the headteacher may exclude a child, which is a sanction for serious acts of inappropriate behaviour. When used, the reason for exclusion must be explained to the child and their parent(s), recorded on file, and the school must follow DfE guidelines: Exclusion from maintained schools, academies and pupil referral units in England.

7. Recording Incidents

- A CPOMs incident must be completed for level 2 or above incidents. Level 3 should be reported to SLT. A Serious Incident Form (SIF) should be completed for level 3 or above if CPOMs is inaccessible. This should then be added to CPOMs in retrospect.
- Any parent communication that takes place for Level 3 or persistent Level 2 incidents, **must** be logged on CPOMs along with any actions.
- The Headteacher will be informed of Level 3 incidents when considering exclusion.
- Exclusions and Level 3 incidents will be monitored by the lead for Behaviour, for termly reporting to Local Governing Board and where necessary the Local Authority.

8. Bullying, Racial and Equality Incidents

These incidents are considered to be extremely serious and are treated with zero tolerance. All staff who become aware of an allegation of bullying, racial harassment, gender issues or radicalization must refer to the school's **Anti Bullying and Anti Racism Statement**. Incidents should be reported to SLT and recorded on CPOMs.

Level 3 incidents are reported to the Local Governing Board termly for each school.

9. Sexual Harrasment, Online Sexual Abuse and/or Sexual Violence Incidnets

The school takes an 'it could happen here' approach to any incidents of this nature. Allegations are considered to be extremely serious and are treated with zero tolerance. All staff who become aware of an allegation of **sexual harrasment, online sexual abuse and/or sexual violence** must refer to the school's **Anti Bullying and Anti Racism Statement**. Incidents should be reported to SLT, recorded on CPOMs or SI form and dealt with swiftly and appropriately.

Level 3 incidents are reported to the Local Governing Board termly for each school.

10. Physical Intervention

Our commitment to positive behaviour management means that physical intervention is used very rarely, and only as a last resort when all other preventative methods have proved ineffective. We have a number of staff trained in the 'Approach' technique of physical intervention. (Refer to the **Physical Intervention Policy.)**

Section 93 of the Education and Inspections Act 2006 affirms the lawful right for a member of staff to use reasonable force. It says, "School staff may use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- committing any offence (or for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)
- causing personal injury to, or damage to the property of, any person (including the pupil)
- engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school, or among any pupils receiving education at the school, whether during a teaching session or otherwise".