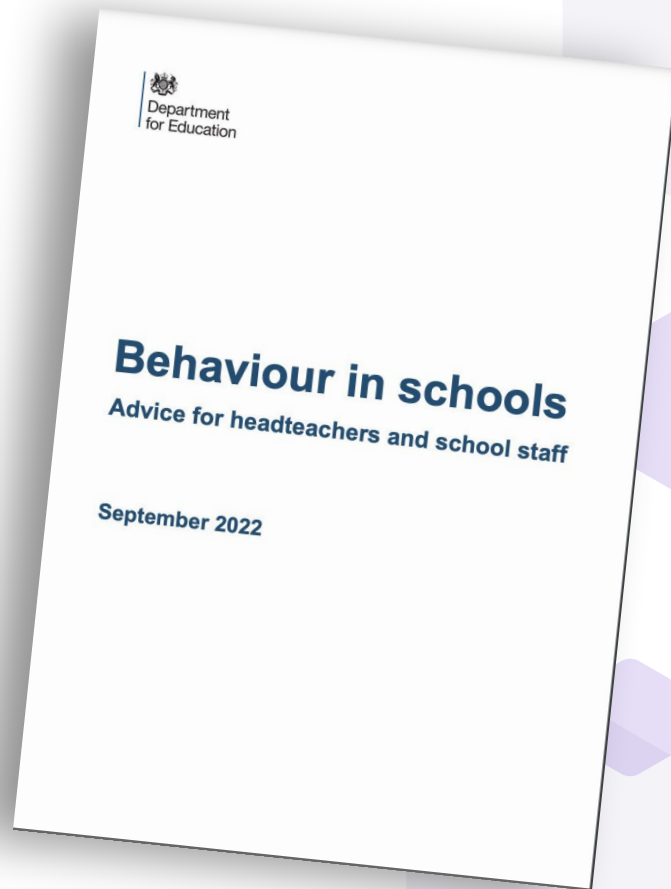
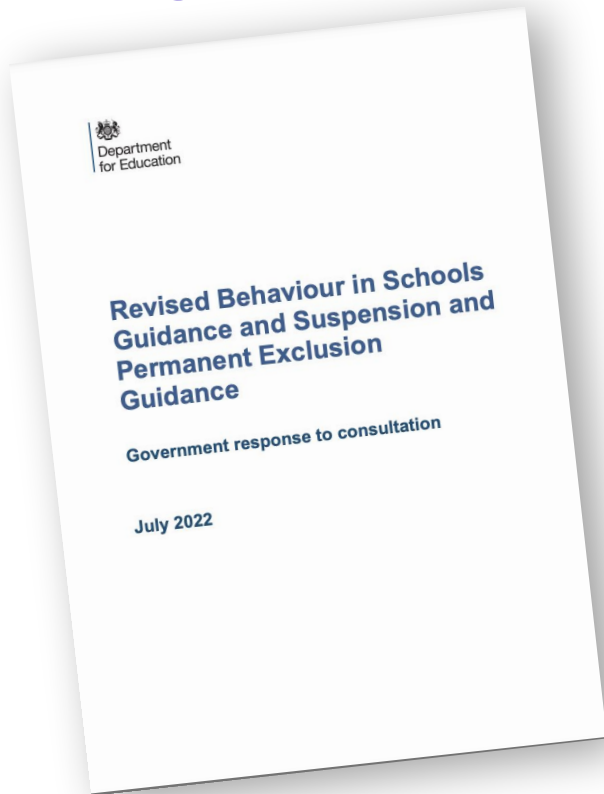


The Grange Park Way





New guidance





Grange Park
Primary School

“At Grange Park, we are committed to creating an environment where outstanding behaviour is at the heart of everything we do. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. We aim to be calm, clear and consistent at all times, as we believe this leads to certainty.”

Our Culture

The best schools have a sign above the door regardless of what the context they are working in, which says 'This is how we do it here.'...The best schools have absolute consistency ...and the teachers (staff) act with one voice one message: 'This is how we do it here.'

**WHEN THE
ADULTS
CHANGE
EVERYTHING
CHANGES** PAUL DIX
SEISMIC SHIFTS IN SCHOOL BEHAVIOUR

The Grange Park Way

The Big3



Ready



Safe



Respectful



Responsibility

The 3Rs



Respect



Resilience

The Grange Park Way

Behaviour Pathway



First Reminder



Second Reminder



Calm Space



Consequence



Repair



Ready



Respectful



Safe



Ready

- We arrive at school on time
- We are ready to listen and follow instructions
- We have the correct uniform and equipment (including a charged chromebook)
- We join in with the lesson and work hard
- We have a growth mindset and never give up

Developing Excellent Behaviour Together

To support children to be **READY**,
adults in school will...

- Model, teach and practice the expected routine
- Teach children learning behaviours and character traits such as determination, perseverance, concentration, resilience and cooperation.
- Ensure that the learning environment is set up for children so that can be ready to learn.
- Recognise children who show effective learning behaviour

To support children to be **READY** we ask
parents to

- Send children in to school every day on time.
- Provide the correct uniform, PE kit and equipment.
- Come to learning conversations, meetings and other events
- Share a positive attitude towards school and learning.
- Provide a healthy snack and lunchbox



Respectful

Respectful

- We speak calmly and politely, taking turns in conversation
- We listen and follow instructions (first time, every time)
- We are kind with our comments and actions
- We show good manners
- We look after our school environment

Developing Excellent Behaviour Together

To help us create a **RESPECTFUL** school community, all adults in school will...

- Model talking calmly and politely in all situations.
- Have difficult conversations in private, with children and adults.
- Share and recognise positive news with children and parents.

To help us create a **RESPECTFUL** school community we ask parents to

- Speak calmly and politely to each other and staff
- Have difficult conversations in private, not on social media.
- Share good news stories about school life



Safe

Safe

- We follow instructions to keep ourselves safe
- We move around the school safely
- We use our kind words and actions
- We use equipment safely and keep our environment tidy
- We keep ourselves safe online and out of school

Developing Excellent Behaviour Together

To support children to be

SAFE,

all adults in school will...

- Teach children strategies to keep calm and safe.
- Teach children how to keep safe online.
- Offer emotional support and wellbeing support to anyone who needs it.

To create a **SAFE** school environment we ask

parents to

- Understand the importance of online safety and help to keep children safe online.
- Report any safety concerns to us.
- Consider our neighbours and the safety of children, especially when it comes to dropping off or parking.
- Use considerate language and behaviour.

We will teach ...

The Grange Park Way The Big3



Ready



Respectful



Safe

The 3Rs



Respect



Responsibility



Resilience

Morning Routine

1 We say hello.



2 We put our things away quietly



3 We start our early morning work



Transitions

1 We stand up



2 We get ready



3 We walk to where we are going



Partner Talk

1 We listen to the question



2 We see the signal and turn to our partner



3 We start talking/listening using our quiet talking voice



Lockers Routine

1 We walk to our locker.



2 We take our things out/put our things away quietly



3 We walk back to the classroom and show ready



Respect
Show consideration to all and value ourselves and the community



Resilience
Persevere and bounce back when faced with challenge



Responsibility
Make the right choices and take responsibility for our own actions



Honesty
I act the whole time and I don't leave out parts to seem to hide something. I feel shame in saying that I have to say sorry



Compassion
I care about others. I feel sorry and help. I feel shame in saying that I have to say sorry



Reliability
I do what I say I will do. I feel shame in saying that I have to say sorry



Generosity
I share what I have with others. I feel shame in saying that I have to say sorry



Self-control
I control what I say and do. I feel shame in saying that I have to say sorry



Confidence
I know that I can do it. I feel shame in saying that I have to say sorry



Gratitude
I am thankful for the good things in my life. I feel shame in saying that I have to say sorry



Environmental awareness
I care about the planet and the environment. I feel shame in saying that I have to say sorry



Determination
I never give up. I feel shame in saying that I have to say sorry



Autonomy
I make my own decisions. I feel shame in saying that I have to say sorry



Reflection
I think about my actions and how they affect others. I feel shame in saying that I have to say sorry



Kindness
I am nice to others. I feel shame in saying that I have to say sorry



Collaboration
I work with others to complete a task. I feel shame in saying that I have to say sorry



Resourcefulness
I find ways to solve problems. I feel shame in saying that I have to say sorry



Reasoning
I think about the pros and cons of a situation. I feel shame in saying that I have to say sorry



Loyalty
I am faithful to my friends. I feel shame in saying that I have to say sorry



Courage
I am brave. I feel shame in saying that I have to say sorry



Citizenship
I am a good citizen. I feel shame in saying that I have to say sorry



Community awareness
I care about the community. I feel shame in saying that I have to say sorry



Humility
I am not proud of myself. I feel shame in saying that I have to say sorry



Optimism
I am hopeful. I feel shame in saying that I have to say sorry



Forgiveness
I let go of my anger. I feel shame in saying that I have to say sorry




Fairness
I am fair. I feel shame in saying that I have to say sorry

Routines help us...

Moving around the school

Grange Park Primary School

- 1 We walk on the left.
- 2 We walk in single file.
- 3 We walk silently.



Coming in from play

Grange Park Primary School

- 1 We see the adults hand go up.
- 2 We walk to our line and line up.
- 3 We silently walk into the building.



Coming into assembly

Grange Park Primary School

- 1 We walk in in silence.
- 2 We sit and wait in silence (unless told otherwise).
- 3 We stop when we hear the adult clap.

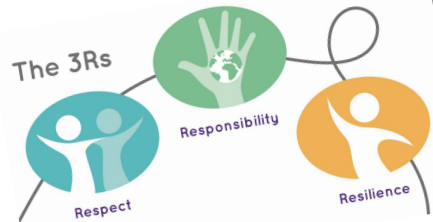


This is what you can expect from us

All staff, every day:

- We take the time to welcome you at the start of the day/transition (with a first name basis to promote personal relationships);
- We know, value and support every child to achieve by building strong relationships;
- We will always reinforce the expectations by referring to **Ready, Respectful and Safe** in dialogue with children;
- We will teach and model the behaviours associated with our three rules: **Ready, Respectful and Safe** so that you know how to meet those expectations;
- We will notice when you do things well and tell you;
- We will celebrate children whose efforts go **above and beyond**;
- We will be **consistent, certain and clear** allowing 'take up time' when going through the steps before a consequence;
- We will follow up every time to help children learn from their mistakes;
- We will use calming techniques to help you be ready when you are not feeling that way;
- We will use restorative practice to repair any harm done;
- We will never walk past or ignore children who are failing to meet our expectations

“At Grange Park Primary School we make sure that our pupils’ excellent conduct is acknowledged, valued, appreciated and recognised.”



PROUD POST



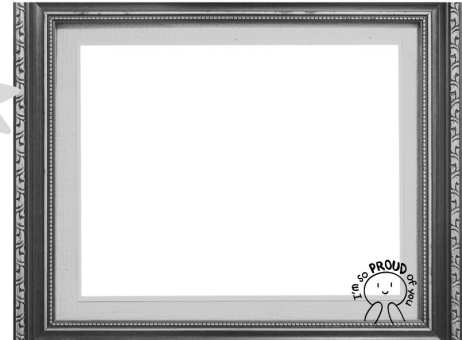
A little note home to say that _____ has

- ★ Gone above and beyond
- ★ Shown kindness
- ★ Worked really hard
- ★ Has been a superstar



Signed _____

Date _____





Gotchas!



Broomfield

Grovelands

Oakwood

Trent

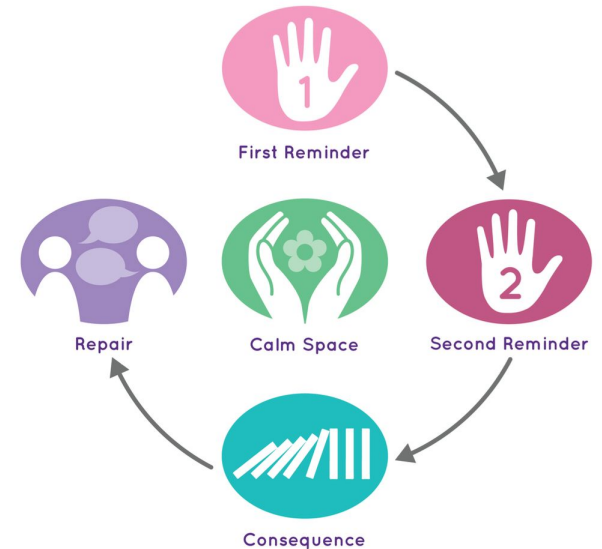


The Behaviour Pathway

Where there are instances of unwanted behaviour all staff will follow the the Behaviour Pathway

If the behaviour is deemed high level it will be referred to senior members of staff to support

The Grange Park Way Behaviour Pathway

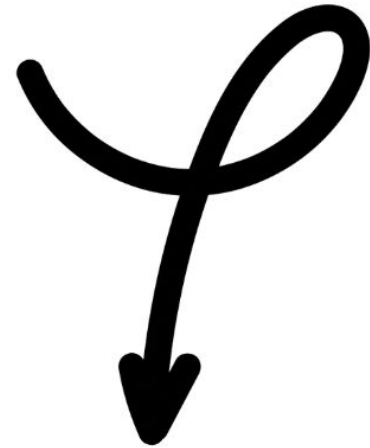


First reminder



First Reminder

A verbal reminder of The Big 3 or 3Rs will be delivered, You will be told which rule has been broken. This is your chance to reflect and make a change

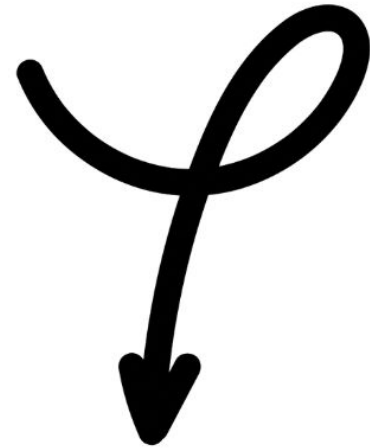


Second reminder



Second Reminder

A clear verbal reminder is given making you aware of your behaviour and clearly outlining the potential consequence of your action if you choose to continue, You will be offered a positive choice.





Responsibility

Consequence

An appropriate consequence will be given.



Consequence



- Natural consequences
- Conversation/time in
- Supervised play/shadowing the adult
- missed play
- Catching up on missed work
- Reflect and Reset time
- Verbal/written apology
- Relocation to another class
- Lose of privileges
- Community service/AOK
- Meeting with SLT
- Parent informed - meeting, letter

Reflect and reset

What happened?
[]

How's your feeling?
[] [] [] []

What was the impact of your choice?
[] [] [] []

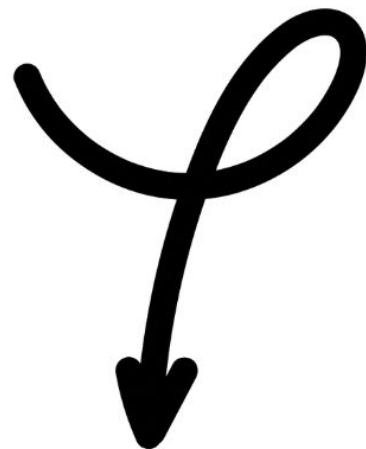
What are you doing to make it right?
[] [] [] []

Reflect and reset

What happened?
[]

I felt [] They felt []

What now?
 I'm OK I need a break I need a reward I need help
 I'm sorry I need a consequence I need a meeting Something else []





Repair



Repair

We will follow up with a restorative conversation to discuss what happened, who was affected and what needs to happen next.

You can use a calm space at any stage of the Behaviour Pathway to help you show **Ready**



Calm Space

Types of behaviour	Strategies	Follow up/Repair
<p><u>Positive behaviour:</u> Enabling good learning for self and others, taking responsibility for what you say and do, being kind to others as well as yourself, looking after property, saying please and thank you and having good manners, showing respect towards others, making sensible, safe choices, listening to others/ Holding the door open for others, displaying the schools values and character traits</p>	Positive Praise - verbal and non verbal recognition Class recognition board Values and character stickers Special mentions and Always Stars awards Grange Park Proud Post Gotcha token Phone call or email home Visit to another teacher or AHT, DHT, HT	<p><i>Praise and recognition</i></p>
<p><u>Low Level Behaviour - (Level 1)</u> Including: calling out, swinging on chairs, wandering around the class without permission, talking when others are speaking, fussing, making noises, interrupting and distracting others, swearing, making faces or gestures, being careless with school equipment, running inside school, play fighting, spitting on the ground</p>	Conversation with the adult Repositioning within group The Grange Park Pathway Shadow the teacher for 5/10 minutes/Time in with the adult Reset in class (using calm space and Reflect and Reset sheet)	<p><i>Reflection time</i></p>
<p><u>Anti-social difficult behaviour (always recorded on CPOMS and reported to CT/AL or headship) - (Level 2)</u> Including: Repeating any of the above when asked not to, pushing/shoving, answering back/mumbling under breath, spoiling someone's work, name calling/teasing, refusing to follow instructions, breaking/damaging property on purpose, throwing objects around the room</p>	1:1 reminder of expectations The Grange Park Pathway Reflection time at break and/or lunchtime with CT/Shadowing adult Complete work in own time Reflect and reset, Relocation to another class Phone call home	<p><i>Restorative meeting</i></p>
<p><u>Dangerous behaviour (always recorded on CPOMS and reported to CT/AL or headship) - (Level 3)</u> Persisting with any of the above after being asked to stop, swearing at others, leaving the classroom without permission, stealing, hitting/kicking/punching, fighting, throwing objects to hurt someone, using discriminatory language or actions (including online) with intent, bullying behaviours, spitting at a child/adult, verbal abuse (including online), blatant dishonesty and refusal to take responsibility, bringing the school into disrepute, inappropriate sexualised behaviour/sexual harassment</p>	The Grange Park Pathway Reflection time at break and/or lunchtime with CT/SLT Community Service Loss of privilege Verbal/Written apology Being spoken to by a member of headship Meeting with parent with or without the child in attendance Parents informed in writing Internal/External suspension	<p><i>Restorative meeting</i></p>

Restorative Follow Up

Timeline



Story Telling Impact Solution Focus

Adapted from the restorative questions by IIRP and Terry O'Connell

What happened?

And then? What happened next?
 Tell us the issues that have brought us here today? What has brought us here today?
 Tell us more about... What were your thoughts at the time?
 What was happening before? What were you thinking?
 What was in your head? What do you think about it now?
 How were you feeling?
 What else?
 At that point, what were you thinking/feeling?
 When that happened what happened next?

What needs to happen now?

What else needs to happen?
 Tell us more about... Do you all agree with that?
 What do you need to move on from this?
 What would that look like? Are you okay with that?
 When will it be done? What will help you to move on from this?
 Anything else to add?
 How does that leave you feeling?
 What will it look like when it's done?
 What do you think about what has been suggested? If you can't do that, what can you do?

Who has been affected by this?

Tell us more about... Anyone else?
 How have they been affected?
 How have you been affected?
 Who else has been affected?
 Anything else to add?
 What has been the hardest thing for you?
 How have others been affected?
 Has anyone else been affected by this?
 How do you feel now?
 Was anyone else involved?

**Creating foundations for
bright futures**

**Thank you for listening
Any questions**