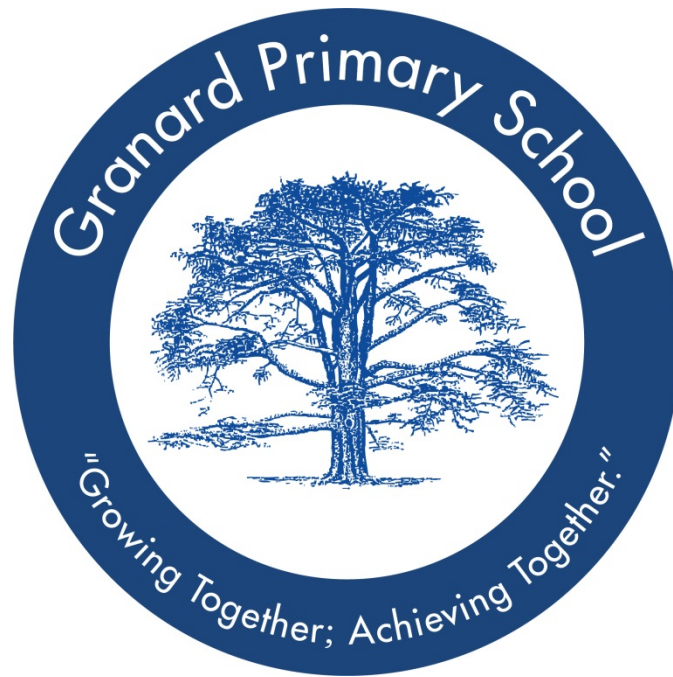


Granard Primary School



Behaviour Policy

January 2022

Review Due: January 2023

In short, our policy for behaviour is: **Ready, Respectful, Safe.**

We believe that positive experiences create positive feelings and that positive feelings create positive behaviour.

We believe that negative experiences create negative feelings and that negative feelings create negative behaviour.

What is positive behaviour?

- Calm, consistent adult behaviour
- 6Rs Behaviour (Appendix 1A and 1B for different age groups)

How do we model and teach positive behaviour?

- Teach PSHE and RSE programme
- Build positive relationships between all
- Separate the behaviour from the child (the child is not the behaviour)
- Celebrating effort:
 - Wall of Fame (get every name on the wall by the end of the day for putting in effort)
 - 6Rs certificates; silver stars, house points
- Zones of Regulation (Appendix 2): green zone is ready. We teach children language to explain emotions; to identify emotions in themselves and others; to use strategies to change their emotional state to get themselves to green (ready)
- Restorative approach – you can turn it around; you can learn from your mistakes; you should think about wellbeing: of yourself and of others
- Calm and consistency is modelled by adults: script for challenging low level disruptive behaviour (Appendix 3); calm voice; calm body language
- Provide additional support for children with SEND or emotional needs

Restorative approach (it's about learning from mistakes, making amends not punishment)

- Script of questions to reflect on once calm (the staff member who was there leads this discussion where practical) (Appendix 4)
- The idea is to get the child to consider what went wrong, what the impact was on others, what they could do differently
- Adults may identify children who need interventions on strategies to self-regulate their emotions over a longer period of time, some examples are: breathing exercises, mindfulness, yoga, isometric long holds, learning an instrument, keeping a diary

How is more serious behaviour dealt with?

If verbal warnings and time out options have been exhausted (Appendix 3), or behaviour has gone beyond low level very quickly and any of the key rules (Ready, Respectful, Safe) have not been followed to an extreme extent (examples of this in Appendix 5 but not exclusive), then a decision is taken on the best way forward for the good of all so that learning is not interrupted and staff and children are safe. This could include, moving a child's work space for a lesson, moving a child's playtime/lunchtime, internal exclusion or external exclusion depending on the severity of the incident. These options will be discussed and decided on amongst staff/MLT/SLT. At all times, try to de-escalate: see the script (Appendix 5)

Post incident, Appendix 4 is used to get children to reflect. Parents and carers may be informed. A record of any serious behaviour is recorded using our CPOMS system.

Reviewed: January 2022

Review Due: January 2023

Approved by: Governor:

Name: Date:

Headteacher:

Name: Date:



6Rs Behaviour

Ready

- Looking and listening, sitting straight, joining in
- We learn by trying hard, making mistakes and not giving up
- We use the resources to be independent
- Reflective: How can I improve?



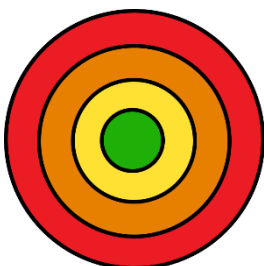
Respectful

- Listen to others
- Be kind
- Work together
- Look after equipment
- Be honest



Safe

- Be sensible
- Look after each other
- Stay calm when things are difficult
- Use strategies to keep calm
- We walk around calmly and carefully, with pride!





6Rs Behaviour

Ready

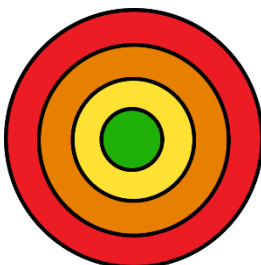
- Ready to learn (in the green zone): calm, looking and listening, sitting straight, engaged (taking an active part), using PEEL to speak (explaining ideas using examples and because)
- We learn by taking risks, making mistakes and being resilient
- We use the resources around us to be independent learners
- Reflective: Next steps? How can I improve?

Respectful

- Listen to and value others
- Work together; learn together; grow together
- Treat others how you want to be treated
- Value our resources and look after them
- Be honest

Safe

- Making sensible decisions and being responsible
- Stay calm when things are difficult
- React proportionately: use Zones of Regulation strategies to calm yourself before overreacting
- We walk around calmly and carefully, with pride!





Get in the Zone Granard!



Green Zone: Ready!

- Looking & listening
- Sitting straight
- Collaborating
- Present



Yellow Zone: Unsteady

- Fidgety
- Distracted
- Irritable
- Lots of thoughts
- Making noise



Red Zone: Broken Down

- Frustrated
- Upset
- Tense
- Angry
- Disrupting learning



Blue Zone: Deflated

- Ill
- Tired
- Sad
- Bored
- Not in the mood

APPENDIX 3

Steps to deal with low level, challenging behaviour (quietly, calmly, verbally):

- Reminder of 6Rs behaviour*
- Caution: 1-minute timer
- 3-minute timer/time out and child self-repair (Zones of Regulation strategies to get to green)
- 10-minute timer and moved out of class
- Child may be asked to make up time i.e. complete missed work at home. Photocopy work and add a short note to complete

***Stick to a consistent script through the school. Maximum 30-second behaviour intervention if needed to send a clear message to a child during a lesson:**

- De-escalate: calm voice; calm body language, give them space; cite a good example of their previous behaviour
- Say that they can make a better choice than they're making now
- Keep calm, no sanctions threatened, be positive, pleasant tone of voice – aim is to reframe the child
- Move away and leave the child to sort themselves out – don't react to any comebacks from them (pick your battles) – walk away

APPENDIX 4

For more serious behaviour

Script of restorative questions.

For younger children, just focus on a few questions i.e. 6, 8 and 9.

Focus is to guide children to consider how their actions affected others.

1. What happened?
2. How were you feeling beforehand?
3. What were you thinking at the time?
4. What have you thought since?
5. How did this make people feel?
6. Who has been affected?
7. How have they been affected?
8. What can we do to put things right?
9. How can we do things differently in the future?

APPENDIX 5A

Behaviour Chart Early Years	
Talking over others	Follow steps and script in Appendix 3 If behaviours continue, follow the script in Appendix 4
Disturbing others' during whole class/group time	
Not listening to others	
Making silly noises/talking	
Being rude to others	
Talking back/arguing	
Vandalism	See last part of policy: 'How is more serious behaviour dealt with?'
Climbing on furniture/throwing objects in anger	
Hiding	
Hurting others	

Behaviour Chart	
Talking over others	Follow steps and script in Appendix 3 If behaviours continue, follow the script in Appendix 4
Disturbing others' work	
Not listening	
Not putting enough effort into work	
Making inappropriate gestures	Follow steps and script in Appendix 3 If behaviours continue, see last part of policy: 'How is more serious behaviour dealt with?'
Being rude to others including poor body language and/or attitude	
Talking back/arguing	
Ignoring Instructions	
Walking out of class	
Low level vandalism	
Pushing over furniture	
Climbing on furniture	
Hiding	Call for other staff to support immediately using a school radio. See last part of policy: 'How is more serious behaviour dealt with?'
Putting themselves or others in extreme danger	
Fighting or provoking others	
Hurting others	
Racist or discriminatory language	
Swearing at a member of staff	
Throwing/damaging equipment/ furniture High level vandalism	