

**Stanley Grove
Primary Academy**

Bright Futures EDUCATIONAL TRUST



STANLEY GROVE PRIMARY ACADEMY

BEHAVIOUR POLICY



Stanley Grove, Longsight, Manchester M12 4NL

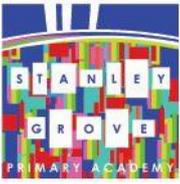
t: 0161 224 9495 e: admin@sgpa.bfet.uk

www.stanleygrove.manchester.sch.uk

Head of School: Mrs Amy Footman **Executive Principal:** Mr Gary Handforth

Registered Office: Bright Futures Educational Trust, Lodge House, Cavendish Road, Bowdon, Altrincham, WA14 2NJ

Registered No. 07695771 England and Wales VAT No. 123-2401-71



Stanley Grove Primary Academy

Behaviour Policy

Bright Futures Educational Trust’s Strategy underpins all aspects of this policy and the way in which it will be applied. These elements are:

- Our vision, the best **for** everyone and the best **from** everyone;
- Our values; **Community**: We work together for a common purpose acknowledging our diversity as strength, **Integrity**: We do the right things for the right reasons and **Passion**: We take responsibility, work hard and have high aspirations;
- Three of our commitments: **Collaboration and strong relationships, Supportive, challenging and fair** and **Effective Communication**.

What is the Policy for?

This policy sets out the approaches and procedures that all staff will follow to support children's behaviour. It details the rewards, sanction, recording and reporting processes as well as detailing how children with additional needs may be supported.

Who is the Policy for?

The policy provides guidance for staff, placement students and volunteers. It also acts as an information source for parents/carers. It communicates to the Local Governing Body and Bright Futures Educational Trust Board, the schools aims and ethos on supporting behaviour.

Approach

We are a Right's Respecting School and uphold the United Nations Convention on the Rights of the Child (UNCRC). Pupils jointly write Class Charters that outline how they will behave to uphold the articles of the UNCRC. Our approach is also based on a Positive Behaviour Intervention and Supports system (PBIS see Appendix 1). These positive behaviours are taught, reinforced and consistently applied by all staff. We use affirmative language and model positive interactions to help to develop relationships with our children.

As part of our Skills for Life curriculum, we focus on 6 main behaviours for learning (6 Rs) and we believe that by developing these skills the children will be become more effective life-long learners and better prepared for the challenges that lie ahead. These skills are interlinked with the Right Respecting and PBIS approaches.

The 6 Rs are:

- Reasoning
- Responsibility
- Resourcefulness



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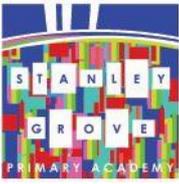
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- Resilience
- Reflection
- Respect

Rewards

We recognise and reward good examples of behaviour and provide positive reinforcement to further encourage positive behaviour. Our children may be rewarded in any of the following ways:

- Verbal praise
- Individual House Points when demonstrating the 6 Rs
- Individual stickers (EYFS and KS1)
- Individual awards in praise assembly eg House, Act of Kindness, Rights Respecting
- Class rewards
- Whole school or House rewards

Sanctions

It is absolutely essential that before any sanctions are given, that all de-escalation strategies have been fully explored (see Appendix 2).

To help our children to become more responsible for their behaviour, there are planned consequences that follow when behavioural choices fall below the expectations of the school. These consequences are restorative and appropriate to the behaviour shown.

Depending on the severity of the behaviour, our children may receive any of the following sanctions:

- In-school consequences (see appendix 2)
- Interschool consequences
- Fixed term exclusion
- Permanent exclusion

Use of Reasonable Force

Staff should work positively and confidently with children and find the least intrusive way possible to support, empower and keep children safe. The foundation of good practice in working with children should be:

- building relationships of trust and understanding
- understanding triggers and finding solutions
- if incidents do occur, defusing the situation and/or distracting the child wherever possible.

On occasion, staff may need to physically intervene to ensure the safety of themselves or others. When physical intervention is used it will be in the best interests of the child and must be reasonable, proportionate and necessary. We train staff in the Team Teach approach where appropriate.



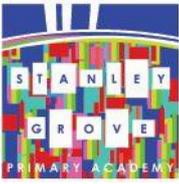
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Pupils with Additional Needs

We are adaptive and flexible in our approach when supporting children with additional needs. Some children may be supported through:

- Individual Behaviour Plans
- Nurture Groups
- Personal Support Plans
- Part Time Timetables

Behaviour Monitoring

The following systems are in place to monitor and review behaviour and are reported to SLT and LGB:

- Class behaviour log
- Lunchtime behaviour log
- Whole school behaviour log (CPOMS)

Link Policies detailed below can be found by visiting

<http://stanleygrove.manchester.sch.uk/our-school/policies-and-procedures/>

- BFET Safeguarding
- SGPA SEN
- BFET Exclusions
- SGPA Anti-bullying
- BFET SMSC and British Values Statement
- BFET Use of Reasonable Force

Policy written September 2017

Policy Reviewed July 2018

Date of Next Review July 2019

Signed

Steven Zdolny

Chair of Governing Body

Appendix 1 – PBIS overview and matrix

Appendix 2 – De-escalation information



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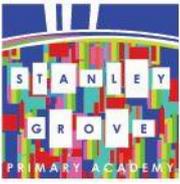
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Appendix 1 PBIS overview and matrix

Behaviour Policy Overview

Our School Code

Be Safe- We come to school to be safe and to learn

Be Respectful- We respect ourselves and others

Be Responsible- We are responsible for our actions.

As a Rights Respecting School, we use the articles to link our positive messages regarding the behaviour we would like to see the children display.

Positive Behaviour Support.

Our whole school approach to behaviour is based on Positive Behaviour Support. The Stanley Grove Academy Matrix was developed with the Trust’s Educational Psychologist, Jude Joughin and Stanley Grove Academy’s Behaviour Team. The behaviour matrix defines our school rules and makes explicit what this looks like around school. These behaviours are taught, reinforced and consistently applied by all staff. Affirmative language and optimistic messages are used consistently and continually to change negative behaviour. We use affirmative language to teach children what we want them to do, model positive interactions and help develop relationships with pupils. Teachers recognise, reward and reinforce good behaviour. The tick’s system in every classroom(Y1-6) and the rainbow stick system (Nursery/Reception) is a visible aid used to teach and reinforce appropriate behaviour. Teachers’ responses to inappropriate behaviours are minimal but effective, so as to ensure that teaching time and energy is not lost through distractions. Positive phone calls home, letters, certificates and other rewards help create a positive and supportive relationship between school and parents. As a school, we aim to give positive feedback home for at least two children per class every day. Great emphasis is placed on the element of choice open to all pupils. At Stanley Grove we are passionate about the use of P4C within the whole curriculum. We believe it allows developments in cognitive ability, developments in critical reasoning skills and dialogue in the classroom. We carefully track and monitor via SIMs what behaviours are being displayed on the playground and use this as a focus point for our weekly P4C Behaviour discussions in Phase 3.



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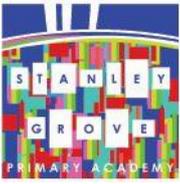
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Emotional and social developments

Across Stanley Grove Primary Academy most pupils will respond quickly to a teacher action to minimise the behaviour before it escalates and requires more extensive intervention. In keeping with our ethos across the school, responses to managing behaviour have been observed to work best when, after pausing for the pupil to demonstrate the desired behaviour, teachers provide encouraging feedback to them for doing so. Following their behaviour change with this specific positive feedback serves to strengthen the likelihood they will use the desired behaviour again. While there are many strategies for dealing with poor behaviour, the following list of strategies (below) provides some practical and easily useable instructionally-based approaches which are to be used consistently across the school. Teachers will know their pupils better than most, thus a degree of teacher autonomy and judgment is expected when responding to behaviour i.e. teachers may wish to adjust the behaviour expectations for some pupils who are responding as best they can to the matrix given their profile.

Behaviour incidents will be immediately logged and discussed with parents for:

- Racism
- Hurting other children
- Persistent defiance
- Swearing at others
- Leaving the classroom without permission
- Deliberately damaging school property



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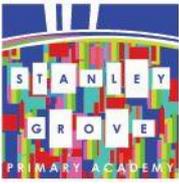
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Stanley Grove Academy's Matrix.

	Playground	Classroom	Assembly	Communal Areas	Dining Room	Toilets
<p>Be Safe We come to school to be safe and to learn NVC – non verbal cues P – Proximity PR – Positive reinforcement R – Reminder Re – restitution RD – re direct * - Immediate referral/ consequence.</p>	<p>Walk in and out calmly and quietly</p> <p>Use equipment sensibly</p> <p>Play in designated areas</p> <p>No play fighting</p>	<p>Sit properly</p> <p>Use equipment appropriately</p> <p>Keep hands and feet to self</p> <p>Ask permission to leave the class</p> <p>Listen and follow adult instruction</p>	<p>Stay sitting in your spot</p> <p>Keep your hand and feet to yourself</p> <p>Listen and follow adult instructions</p>	<p>Walk promptly and sensibly to your own destination</p> <p>Listen and follow adults instructions</p>	<p>Use cutlery appropriately</p> <p>Walk in and line up quietly and sensibly</p> <p>Eat your own food</p>	<p>Wash and dry your hands</p> <p>Turn taps off after use</p>
<p>Be Respectful We respect ourselves and others NVC – non verbal cues P – Proximity PR – Positive reinforcement R – Reminder Re – restitution RD – re direct * - Immediate referral/ consequence.</p>	<p>Take turns</p> <p>Use polite language</p>	<p>Listen and speak at the right time</p> <p>Work as a team</p>	<p>Face the front quietly</p> <p>Applaud sensibly and at the right time</p>	<p>Walk quietly in your line</p> <p>Walk with hands by your side</p> <p>Use indoor voices</p> <p>Be respectful of the environment</p>	<p>Be patient</p> <p>Be polite and well-mannered to everyone</p> <p>Use indoor voices</p> <p>Be respectful of each other's choices</p>	<p>Respect each other's privacy</p> <p>Be quiet</p> <p>One person in each cubicle</p>
<p>Be Responsible We are responsible for our actions. NVC – non verbal cues P – Proximity PR – Positive reinforcement R – Reminder Re – restitution RD – re direct * - Immediate referral/ consequence.</p>	<p>Put your rubbish in the bin</p> <p>Play by the rules</p> <p>Look after one another</p> <p>Put mistakes right</p>	<p>Out things away</p> <p>Take care of school property</p> <p>Be prepared to improve your work</p> <p>Always be your best</p>	<p>Wait patiently</p> <p>Walk sensibly in and out of assembly</p> <p>Show active listening and respond appropriately</p>	<p>Keep hands and feet to yourself</p> <p>Be calm and in charge of yourself</p> <p>Be polite and well mannered</p>	<p>Clean up after yourself</p> <p>Handle food sensibly</p> <p>Report any spillages</p> <p>Keep food in the dining hall</p>	<p>Report any problems</p> <p>Flush the toilet after use</p> <p>Go to the toilet at breaks</p> <p>Use facilities sensibly</p>



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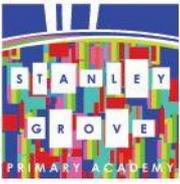
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Appendix 2 De-escalation Information

NVC – Non Verbal Cues: Nonverbal techniques include such things as eye contact, hand gestures, a card system, picture cues, etc. Such simple cues suggest that the teacher is aware of the pupil's behaviour and is prepared to intervene if the behaviour continues. This works best when the teacher has a relationship with the pupil(s) and the non-verbal cues have already been taught to the group.

P – Proximity: This technique is the strategic placement/movement by the teacher in order to encourage positive behaviour. The teacher is a source of support and strength and helps the pupil to control his impulses by her proximity.

PR – Positive Reinforcement – frequently praising the behaviour you want to see by praising other pupils changes the unwanted behaviour.

R – Reminder of rules.

Re – Restitution: Involves having the pupil compensate for any damage that is a result of his or her actions. Restitution is required to repair any damage done, restore the environment to its original condition, or make amends to persons who were affected by the behaviour. E.g., Taylor, you were disrespectful to other pupil's work on the display board. You need to help pin the work back up on the display board

RD – Re-Direct: This strategy employs a very brief, clearly and privately stated verbal reminder of the expected behaviour. A re-direct includes a specific restatement of the school wide rule. A redirect highlights the "what" of the behaviour instead of the "why." E.g., "Freddie, please begin your piece of writing." (Later) "Well done for being responsible, Freddie, you have made a great start to your writing."

De-escalation strategies

**It is absolutely essential that before any names are recorded that all de-escalation strategies have been fully explored. For some children this may take a minimum of two e.g. non-verbal cues and reminders, for others this may require all six strategies. **

-Your teacher informs you that your name has been taken and written in their book, this means your teacher has seen you are not making the right choices.

-One dot – You need to stop that behaviour and think of ways to make a positive change. Once you have had a discussion with your teacher, and that a dot has been recorded, your teacher will discuss with you of what to stop and what to do instead. This may mean spending some time in the classroom during break time to discuss with you the positive behavior that you would both like to see in the next lesson.



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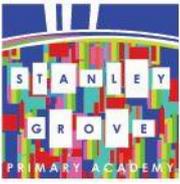
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-Two dots – You will be told that there will now be a consequence to your poor choices and explained what this will be. For some children and in particular circumstances, it may be appropriate to have reflection time in their own class in a quiet, dedicated space, for others they may need to leave the room and access another year group's reflection table for a set time. Children will be escorted to the appropriate class by the PLA or Class Teacher. Please use your personal knowledge of the individual child and your professional judgement of the particular circumstances.

- Three dots – You need to go to another classroom with your work for the rest of the day. Your teacher will log the behaviour incidents on SIMs and speak to your parents regarding your poor behaviour choices.

-Severe Clause- When a child is putting themselves or others in danger and the behaviour is seen as serious the child is immediately taken to their Phase Leader, SENCO, or a member of the Senior Leadership Team.

**For all of the above, relationships are what is key. This is pivotal to the quality of the restoration. Class Teachers spending time with a child to explore and understand the root of the issue whilst establishing clear boundaries and sanctions is vital. **



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