

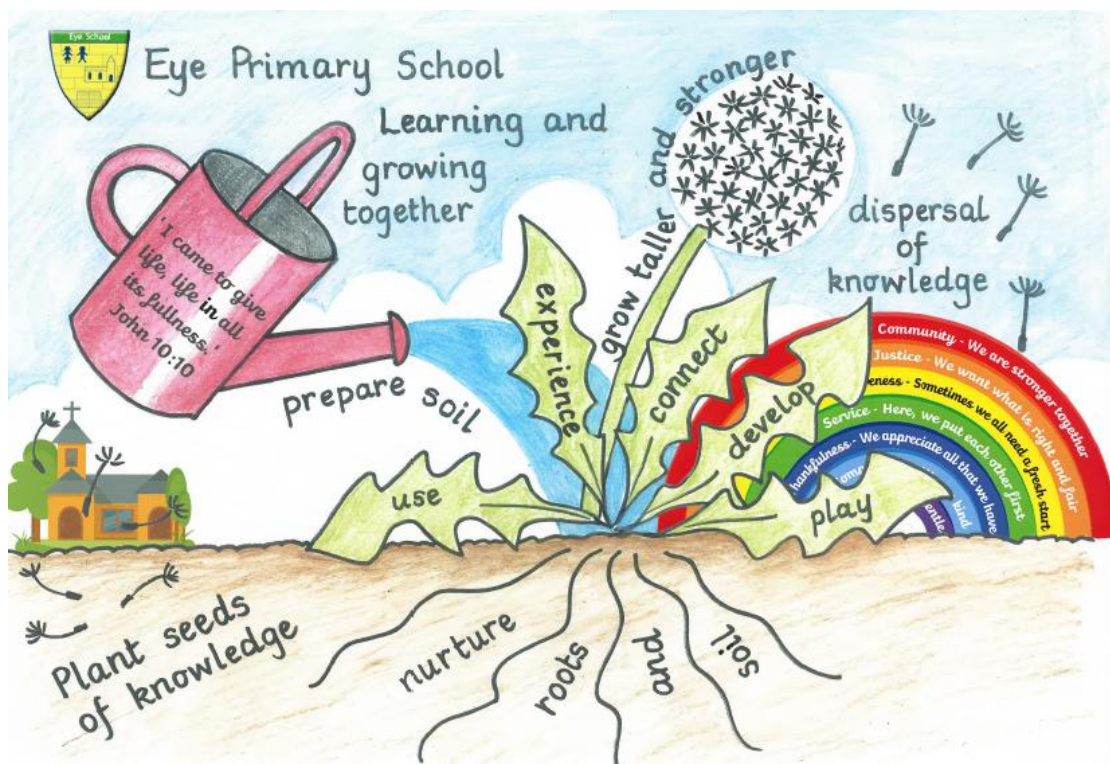
Eye C of E Primary School

Learning and Growing Together
for 'Life in all its Fullness'.

Jesus said: "I came to give life, life in all its fullness." John 10:10

GROW POLICY

(Our approach to supporting and managing behaviour for learning)



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PRINCIPLES

At Eye CE Primary School, we are committed to the highest standards of pupil behaviour. We have high aspirations for the pupils in our school to experience the reality of Jesus' words that he came to give life in all its fullness and believe that every child should be able to GROW as children of God. Eye CE Primary School GROW standards provide a framework to ensure our values are embedded in our daily practice and routines. Praise and recognition for GROW behaviours in a culture which consistently teaches pupils appropriate school behaviour will ensure that we have a happy and purposeful learning environment.

AIMS:

- To promote a whole school behaviour policy supported and followed by the whole school community - children, teachers, support staff, parents, governors and partner agencies based on the school's shared ethos underpinned by our school vision, GROW standards and Christian values.
- To ensure all pupils develop good learning habits in order for them to grow and become well-rounded individuals
- To have the highest expectations of pupils' behaviour to ensure the highest standards of learning can take place.
- To create an environment in which pupils are taught to respect and support each other and to accept responsibility for their own actions.
- To form an active partnership with parents/carers to encourage good behaviour and to establish improved patterns of behaviour where there are difficulties.
- For pupils to understand their role in making the school an outstanding place to learn and to have pride in their school.

CORE BELIEFS AND VISION

We are constantly 'Learning and Growing Together' for Life in all its Fullness. We are driven and inspired by Jesus' words: "I came to give life, life in all its fullness" (John 10:10). We have high aspirations for every member of our school community to GROW and flourish as children of God, prepared for an undetermined future and equipped with opportunities and experiences to have fullness of life, through Jesus.

Good behaviour is a necessary condition for effective teaching and learning to take place and an important outcome of education which society rightly expects. In order to understand the opportunity for life in all its fullness, we teach children to follow the example of Jesus 'the good shepherd' who guards us and leads us, showing us how to GROW as his children.

Our four GROW standards are underpinned by our seven Christian values. These standards and values underpin every aspect of our learning community.

Gratitude	Respect	Ownership	Wisdom
Thankfulness Service	Compassion Peace Justice	Forgiveness Community	Application of values

At Eye we want to make sure all our children are happy and secure in an environment that promotes good behaviour. This is vital to promote good relationships with respect for all and civilised behaviour which ensures the safety and well-being of all staff and pupils. We also aim to give children a sense of self-respect,



whereby they can function and attain success at their own level, growing in confidence and hence in the ability to respect and cooperate with others. Our children have confidence that our approach is consistent and fair, providing opportunities for them to behave well. The children understand that the language staff use will always refer to their behaviour and will not be directed at the child.

RESPONSIBILITIES

At Eye CofE (c) Primary School, all staff will:

- Uphold the Christian values of our school
- Model and promote the GROW standards
- Recognise and highlight good behaviour
- Ensure that all children are praised for demonstrating excellent examples of good behaviour and promoting our standards and values
- Ensure addressing behaviour is constructive - highlighting the inappropriate behaviour and not directed at the child
- Explain and model the behaviour we expect to see
- Encourage children to be responsible for their own behaviour
- Inform parents about their child's good behaviour e.g. GROW postcards, GROWth award etc.
- Reward individuals and groups of children for demonstrating excellent examples of good behaviour and upholding our standards and values
- Be consistent in their approach to dealing with all behaviours
- Record levels of behaviour on the school system (Scholarpack/Bromcom) for future reference
- Adopt a trauma-informed approach to behaviour

At Eye, all children understand that good behaviour impacts on their learning. All children will:

- Recognise positive behaviour in others
- Aspire and work together in their learning
- Understand that positive behaviours will be rewarded
- Be positive role models for each other
- Respect themselves and each other by following school rules
- Understand that negative behaviour has a consequence
- Understand that the nature of the behaviour will have an impact on the consequence

OUR APPROACH

At Eye CE Primary School, we understand that behaviour can be learnt and recognise our duty to enable children to learn how to GROW to be valued members of society. Through all that we do, we aim to be teaching children the appropriate way to behave and where behaviour is less than desirable we take the opportunity to allow the child to reflect on their behaviour and to learn and practise the correct, more appropriate behaviour. All staff at Eye CE Primary School understand their responsibility to support children in their learning and help them to GROW and flourish. We believe that managing behaviour is best achieved through a restorative approach. This means supporting children to reflect on their actions, understand the impact of their behaviour, and consider how they can make more positive choices in the future. Rather than focusing on punishment or sanctions, we prioritise helping children take responsibility, repair relationships where needed, and learn strategies that enable them to thrive.

Our school adopts a trauma-informed approach to behaviour, recognising that children's experiences and emotional wellbeing can significantly influence how they respond to challenges and interact with others. Staff are trained to use the key principles of Emotion Coaching to support pupils in understanding,



expressing, and regulating their feelings. Through this approach, adults respond with empathy, validate emotions, set clear boundaries, and guide children towards developing positive coping strategies. By combining high expectations with compassionate support, we aim to create a safe, nurturing environment where all children can thrive both emotionally and academically.

Our aim is to guide children in recognising when change is needed, so they can make choices that lead to the best possible learning experiences, achieve their potential, and flourish.

We respond to undesirable behaviour by:

- Using non-invasive behaviour strategies (both non-verbal and verbal) to guide, support and redirect children's behaviour in a positive way.
- Providing time and space for children to reflect on their actions, consider their impact, and identify the changes needed.
- Supporting children to think about what a better choice would look like next time, and why this will help them and others to learn.
- Encouraging children to take restorative steps where appropriate, so they can move forward positively.

At Eye CE Primary School, we want all pupils to GROW and flourish and are committed to working on improving behaviour until our high standards are met.

In order to support high standards of behaviour and help children understand how their choices affect themselves and others, it is important that we guide children towards positive options that support their learning. For example: "You can complete your work at your table, or if you would prefer to work somewhere quieter, you can move to the other table." This approach ensures that children are supported in making appropriate choices, rather than being offered options that allow them to continue undesired behaviour.

Staff consistently reinforce that our GROW standards and Christian values are expected at all times, and they support children in reflecting on their behaviour, considering its impact, and planning how to respond differently in the future.

Our approach gives children the opportunity to reflect, restore, and make better choices. If a child is not showing the desired behaviour or meeting expectations, we use phrases such as: "I think you've forgotten that we come into the room silently. Could you try that again so that everyone can learn well?"

Our main response to poor behaviour is to help children understand that their actions do not reflect our GROW standards and Christian values, and to support them in thinking about what needs to change. This may mean, following discussion, that we ask children to 'try again' in order to move forward positively. This primary response is the responsibility of all staff and applies to:

- The way children speak to adults
- The way children speak to each other
- How they transition around the building or within the classroom
- How they act at lunch or at break-times
- How they handle frustration and anger
- How they respond to visitors and guests
- Any other situation

We always aim to communicate the message that we demonstrate the GROW standards and Christian values at Eye C of E Primary School and that we will support children in reflecting, restoring, and making better choices so that they can flourish.

GROW STANDARDS (*purple highlights retrieval from previous key stage*)

Gratitude

EYFS - Preparing to succeed

I say please and thank you when appropriate showing good manners.

I am kind to my friends and teammates.

I contribute to making our community better by picking up rubbish or tidying up even if the mess isn't mine.

I care for my environment and always put my rubbish in the bin.

KS1 - Showing standards and values in our actions

I say please and thank you when appropriate showing good manners.

I hold the door for people whether they are teachers, peers or visitors I don't know.

I answer

I contribute to making our community better by picking up rubbish or tidying up even if the mess isn't mine.

I show respect for my learning environment and always try to keep it clean and tidy.

I always ask the question 'how can I help, or make things better?'

KS2 - Getting into achievement / cultivating good habits: *we are what we repeatedly do*

I say please and thank you when appropriate showing good manners and know that it is important to say thank you for what people have done for you.

I am kind to everyone in our school community, whether they are my friends outside of school or not.

I can contribute positively to my school community and make it a better place.

I offer my friends help and advice when they are in need.

Respect

EYFS - Preparing to succeed

I greet my teacher at the door to the classroom and make eye contact with them

I say "good morning/afternoon" and "good bye" to people.

I hold myself up straight and tall whether STAR (see appendix) sitting or standing; My body shows confidence.

I put my hand up if I want to say something and wait to be asked.

I address adults with respect using their correct name e.g. Good morning, Miss Stafford.

KS1 - Showing standards and values in our actions

I greet adults and make eye contact with them

I keep my voice off when an adult is talking so that my classmates can focus

I listen when my classmates are sharing ideas

I hold myself up straight and tall whether STAR sitting or standing;

I put my hand up if I want to say something making sure I don't interrupt my peers or teacher and wait to be asked.

I address adults with respect using their correct name e.g. Good morning, Miss Stafford and if I don't know their name, I ask politely.

KS2 - Getting into achievement / cultivating good habits: *we are what we repeatedly do*

I use a kind voice and kind words with my teammates and all adults.

I can talk at an appropriate volume in a public place.

I speak at appropriate times and **put my hand up if I want to say something making sure I don't interrupt my peers or teacher and wait to be asked.**
I address adults with respect using their correct name e.g. Good Morning Miss Stafford and if I don't know it I ask politely.

Ownership

EYFS - Preparing to succeed

I am happy when teammates achieve or are recognised in class or in celebration assembly.
I use a quiet voice when I am supposed to be quiet.
I **SHOW** excellent walking; I do not disrupt others in the line.
I make good choices in the bathroom. I use it, flush, wash my hands with one squirt of soap, dry my hands quickly and leave, and I do not talk in the bathroom or corridor.
I use learning tools carefully and considerately.
I try my best to produce work which I am proud of.

KS1 - Showing standards and values in our actions

I use a loud and proud voice so that everyone I am talking to can hear me.
I notice when my teammates do things well and I compliment them on it.
I **SHOW** excellent walking; I do not disrupt others in the line.
I don't brag when I win, and I don't get upset when I lose.
I only say things which are kind, helpful or true.
I throw away my own rubbish at the right time.
I make good choices in the bathroom. I use it, flush, wash my hands with one squirt of soap, dry my hands quickly and leave, and I do not talk in the bathroom or corridor.
I keep my books, coat and bag neat and my belongings tidy.
I use school equipment and learning tools carefully and considerately.
I tell an adult when something is wrong or I feel worried about something.
I try my best to produce work which I am proud of.

KS2 - Getting into achievement / cultivating good habits: *we are what we repeatedly do*

I do my part to make my class a place where everyone feels part of a team.
I speak 'loud and proud' when contributing in class.
I use ONE VOICE to contribute ideas when working on group tasks.
I listen to other members of my team and value their input.
I win or lose graciously.
I can support my teammates when they are finding things tricky.
I respect my learning materials.
I can remember to bring the correct equipment to school each day e.g. PE kit, Forest School kit etc.
I can accept consequences for my actions.
I take responsibility for my appearance and have my t-shirt tucked in looking smart.
I will encourage others to produce work that they are proud of.

Wisdom

EYFS - Preparing to succeed

I track the person who is talking.
I listen with my eyes and ears and with my voice off.
I ask an adult for help with my work if I'm not sure.
I answer questions in sentences that make sense to the listener.

KS1 - Showing standards values in our actions



I am alert and engaged during class and I don't fiddle or fidget.
I listen actively by tracking the adult, keeping my voice off and participating by using our non-verbal signals.
I use my time well and don't waste time or go to the toilet or first aid unless I really need to.
I approach new learning with enthusiasm, positivity and wisdom.
I try and solve problems and find solutions myself. *If I can't, I ask an adult for help.*

KS2 - Getting into achievement / cultivating good habits: *we are what we repeatedly do*

I can focus on the task.
I can start work straight away.
I ask a question if I don't understand.
I don't distract my peers during their learning time.
I show STAR sitting at all times.
I make sure that I complete all of my home learning.
I look for new words and seek to incorporate these into my vocabulary and writing.
I will take pride with all of my presentation.

POSITIVE BEHAVIOUR AND REWARDS

At Eye, we have a positive approach to behaviour. Our Christian values have been written in conjunction with the children and are referred to in conjunction with our GROW standards at all times. These are written using positive language to reinforce whole school expectations of behaviour.

We expect all children to be **ready to learn** and every lesson begins with a fresh start. All names should be moved back to the 'ready to learn' crown on the GROW tree. Staff do not hold grudges and always look for children who are demonstrating the Eye CE Primary School GROW standards and Christian values.

All classes display the GROW tree. This is the main tool for rewards. It is important to note that, we want to ensure children are intrinsically motivated e.g. not over-recognising children who are working hard.

If children are showing GROW standards that really impress the teacher they are moved to the 'GROWing' crown on the GROW tree. When children are moved to this part of the tree due to impressing or showing exceptional improvement or success against one of the GROW standards, they will receive a **GROW ticket**. These are added to the class GROW box and at the end of the week, all class GROW tickets are added to the school GROW bank. One GROW ticket winner of the week is chosen during celebration collective worship. When the GROW bank is full of tickets, the whole school will receive a reward.

During celebration collective worship, a pupil from each class is chosen by their teachers and support staff for demonstrating significant improvement or achievement in line with the GROW standards. They receive the **GROWth award** and their parent/carer or a family member is invited to attend collective worship to share in the celebration.

We have deliberately chosen not to have a number of different school-wide methods of rewards in order to give value to the GROWth awards and GROW tickets.

INAPPROPRIATE BEHAVIOUR AND CONSEQUENCES

Rewards are an important way of recognising and celebrating positive behaviour, helping to create a supportive and effective learning environment for all pupils and staff. We also recognise that when



behaviour falls short of expectations, action needs to be taken to support children in reflecting on their choices, understanding the impact of their actions, and considering how to make things right. Where appropriate, restorative conversations and supportive consequences are used to help children take responsibility and move forward positively.

If a child is showing behaviour which is not in line with our GROW standards and Christian values, the following steps will be followed. These steps are listed to support staff in addressing behaviours and staff are coached on using this range of techniques. Staff will use their professional judgement to decide which non-invasive behaviour strategy is most effective taking the individual and situation into account. The steps for responding to inappropriate behaviour have been outlined in detail (appendix 4) in order to ensure that we are maintaining consistency across the school and supporting staff in their delivery of the behaviour policy.

1. Use of non-invasive behaviour strategies to redirect behaviour and attention.

2. Address poor behaviour with individual students

3. Issue a warning

4. Use of 'Stop, Think, Choose'

- All classes will have a 'GROW tree'. This is the main sanction for a student not responding to a warning.
- Names will be on the Ready to Learn at the start of each session following a break.
- If a pupil does something to warrant moving their name to across (failure to respond to a warning or other behaviour warranting a move), then the teacher will move them to 'Stop, Think, Choose' crown of the tree.
- Pupils must be encouraged to earn back their place on the 'Ready to Learn' crown if they have been placed on the Stop Think Choose in a session, and this should be a key focus for the teacher.
- A child should be on a 'Stop Think Choose' for no longer than 5 minutes – this is sufficient time for them to respond by using a personalised strategy or to be moved to Reset if not responding.

5. Use of Reset – (recorded on Scholarpack / filed in Reset form folder)

- If a pupil does not improve and restore their behaviour, or persists in not showing GROW standards, then the child will be expected to complete a reset form outside of the classroom (appendix 7). This will be completed either in a partner class where an adult is available or with SLT (depending on child).
- In some circumstances, pupils may need to go directly to Reset. This is for aggressive, disruptive, or defiant behaviour.
- Once a child requires to reset, an adult will complete the first section of a reset form. An adult will take the child to complete a reset in their partner classroom. An adult in the partner class will supervise and support (where necessary) the child to complete the reset (or to SLT where necessary).
- Once the reset is completed, the child will be brought back to the classroom and will place the form in the reset form holder. The child's name will return to the 'ready to learn' section of the chart. At the end of the session an adult will discuss the incident with the child.
- Reset forms should be stored in the behaviour form holder and will be collected by the pastoral team/SLT.
- Teachers should add the incidents where a reset has been required to scholarpack/Bromcom.



- Parents should be informed either in person at the end of the day or by phone call that children have required to complete a reset form.
 - A reset form will result in an appropriate consequence (missed break or lunch time) where a child will need to reflect on their behaviour.
- 6. GROW support plan – (recorded on Scholarpack/BROMCOM / filed in child's file/on school server)**
- A child who receives 4 reset forms in a week will be placed on a GROW support plan to provide targeted support and reflection opportunities.
 - A GROW support plan may also be used proactively when a child is repeatedly not following the GROW standards, for example:
 - Running in the corridors after being reminded
 - Continuing to talk in collective worship after being reminded
 - Disrespecting an adult in class after being reminded
 - Persistent refusal to follow instructions
 - Any other behaviour deemed serious enough by the class teacher to warrant additional support
 - As a proactive measure, a GROW support plan may be put in place before a child reaches 4 reset forms, where a teacher recognises that additional support and reflection would help prevent behaviour from escalating.
 - A GROW support plan begins with a parent/carer/child conference with the class teacher to discuss the child's behaviour, explore the impact of their actions, and set clear, achievable targets. The plan and process are explained at this meeting, and a review meeting is scheduled.
 - GROW support plans are kept in the behaviour form holder so that any adult can see and comment on a child's progress towards their targets; this helps motivate children to reflect on and improve their behaviour.
 - GROW support plans are reviewed with the child immediately at the end of each session. Staff indicate progress by noting which targets have been met and discussing what went well or what could be done differently next time.
 - After a week, parent/carers will be updated on the progress, this will also celebrate improvements, and determine whether further support is needed to restore and maintain positive behaviour.
 - If needed, additional interventions may be implemented, and further meetings with SLT or external agencies scheduled.
 - All GROW plans and parent meeting records are submitted to a member of SLT to ensure consistency of support and oversight.
 - Repeated challenges in restoring behaviour, or incidents deemed unsafe, will involve a meeting with SLT. This may include temporary adjustments such as reduced participation in playtimes or privileges, with the focus on supporting the child to reflect and make better choices.
 - The SLT will decide whether their behaviour warrants internal seclusion/external exclusion (see exclusion policy).
 - GROW support plans will be reviewed regularly (every half term) to ensure they remain relevant, supportive, and effective in helping the child reflect, grow, and make positive progress.

HL Incident (recorded on Scholarpack/Bromcom)

The following high-level incidents will be logged on Scholarpack/Bromcom (conduct):

- Swearing



Behaviour Policy

- Fighting
- Spitting
- Hitting
- Biting
- Deliberately damaging school property
- Verbal abuse (including sexism, racist, homophobic abuse- see dealing with prejudice related incident policy)
- Stealing
- Dangerous behaviour
- Sexual misconduct

In the event of any of the above high-level incidents occurring, the child should be taken to a member of SLT and an appropriate sanction will be decided. This may be supervised lunch, internal seclusion, external exclusion etc. A letter (appendix 5) regarding the behaviour that has been displayed and the consequence will be sent to the child's parents/carers and a copy stored on the school server.

High level incidents will be discussed at SLT meetings so that incidents can be monitored and appropriate sanctions can be given.

Any behaviour deemed unacceptable, or repeated infringements of the behaviour policy or GROW standards may result in either internal exclusion, fixed term exclusion, or permanent exclusion. For further details see our exclusions policy.

It is expected that children will be given the opportunity to reflect on their behaviour and, when it is negative, make plans for a positive change. It would be expected that the child take responsibility for their behaviour and endeavour to restore the balance of relationships through an apology. It is also anticipated that children will learn to manage their own behaviour through the use of class and group strategies and that they learn to develop their own strategies for controlling their behaviour.

In the event of a child being involved in a second high-level Incident, the child's parent/carer will be informed again (appendix 6) and will be asked to attend a meeting with the class teacher and a member of SLT. A plan will be put in place to support the child in displaying appropriate behaviours.

Records of negative behaviour are kept on Scholarpack/Bromcom under the 'conduct' tab for each child's record. This indicates reasons and any follow up actions for other children involved in incidents. This is part of our commitment to anti-bullying as it allows the Behaviour Leader to identify any patterns of behaviour which would be cause for concern. The Behaviour Leader monitors reset forms completed on a weekly basis and reports are completed on a half-termly basis. This can then be referred to when more serious consequences are issued and/or when reporting back to parents.

ESCALATION

1. Ready to learn
2. Use of non-invasive behaviour strategies
3. Verbal warning linked to GROW
4. 'Stop, think, choose' (failure to respond to verbal warning) –conversation during next break if not worked off
5. Reset form
6. GROW plan
7. Discussion with SLT (high level incidents would go straight to this point)

HL Incident recording will be used for incidents as they occur

Positive Behaviour Approach

We believe that how we conduct ourselves as adults is a powerful factor in determining how pupils behave. As adults, we need to maintain a positive state in ourselves, so that we are in control of our own emotions and can manage situations well. A positive state of mind is vital as well as supporting each other, both asking for and offering help. Our staff are trained in 'emotion coaching'....*

We know that positive language can help to de-escalate a situation.

"I can see you're upset/been upset/there's something not right, something's happened."

"How can we put this right?"

"Can you ..., thank you."

"I'm here to help."

"You talk, I'll listen!"

"Shall we.....?"

"Let's see if....."

Adult actions that help in a crisis:

Helpful

- Offering help to colleagues
- Keeping quiet
- Listening
- Giving child space
- Moving other children away from situation
- Using help script with child
- Distracting the child
- Acknowledging that there has been a problem
- Keeping calm and positive
- Being consistent with colleagues
- Helping child calm down e.g. breathing techniques, counting
- Encouraging use of self-regulation plan
- Ignoring negative comments – keeping professionalism, and not taking things personally

Unhelpful

- Arguing with the child/getting into negative scripts
- Taking over from colleagues/getting involved, without communicating first
- Lots of adults talking at same time
- Talking over the child
- Direct, aggressive language
- Disrespectful language/tone of voice
- Shouting, being too loud
- Undermining colleagues
- Physically intervening too quickly/unnecessarily
- Confrontation
- Sarcasm
- Ignoring
- Shouting
- Referring to parents
- Not listening
- Not taking them seriously
- Change without warning
- Being dismissive
- Not being available, "not caring"
- Treating unfairly
- Expectations not pitched right
- Whole class consequences being held collectively responsible
- Being in a bad mood
- Inconsistency
- Negative body language

PHYSICAL INTERVENTION

Where physical intervention is necessary to protect a child from harming themselves, others or seriously damaging property, trained members of staff will follow our Positive Handling Policy.

SECLUSIONS AND EXCLUSIONS

If unacceptable behaviour persists, in spite of the steps taken in a GROW Support Plan and the involvement of the Headteacher and parents, a process of seclusions and exclusions may be considered:

a) Internal seclusion

In this instance an alternative location is found for the pupil to work within school for a short fixed period, this may be in another classroom or another supervised study space.

b) Exclusions

In a fixed term exclusion a child is admitted back into school following a set period, with a reintegration meeting between the Headteacher, member of pastoral, class teacher, parents/carers and pupil planned programme and the chair of governors is informed. In severe cases, the next step is to consider a permanent exclusion. A permanent exclusion would mean the child is not able to return back to the school, the Local Authority would be informed and meetings would need to take place to find an alternative setting.

Parents have the right of appeal to the governing body against any decision to exclude.

c) Alternative Provision

Sometimes it may be appropriate to seek advice from other agencies and request for consideration to consider alternative provision for a short period of term. This is a venue offsite that offers educational support for primary aged pupils e.g.: Croft Corner/ NewArk Playcentre. Pupils will attend for an agreed period. A programme for their return to school will be planned and monitored. This option would only be considered if the pupil is deemed to be at risk of permanent exclusion should their behaviour continue to deteriorate.

PLAYGROUND BEHAVIOUR

At Eye, we have recognised that children's behaviour can be affected during unstructured social times. Therefore, we have endeavoured to ensure the correct supervision and systems are in place to aid and model good behaviour to all children. There will always be at least 2 adults covering playground duty. Playgrounds will be managed per phase (due to the flexibility of break times) and will promote positive experiences for all children. At lunch these will also include nurture groups supported by staff.

BEHAVIOUR AND SEN

At Eye, we recognise that some children with Special Educational Needs and Disabilities (SEND) may require additional support to manage their behaviour. We are committed to ensuring that our behaviour policy is inclusive, fair and supportive of all pupils. Our approach is flexible, individualised, and focused on helping children to succeed. To achieve this, we:

- **Work closely with the SENDCo, class teacher and parents/carers** to understand each child's needs and triggers.

- **Provide personalised strategies and reasonable adjustments** in line with individual learning plans or EHCPs.
- **Use trauma-informed and emotion coaching approaches** to help children recognise, express and regulate their feelings.
- **Implement clear, consistent routines and expectations**, adapted where necessary to reduce anxiety and promote success.
- **Offer additional adult support and scaffolding** when required, while encouraging independence wherever possible.
- **Celebrate and reinforce positive behaviour**, using strengths-based approaches to build confidence and resilience.
- **Monitor and review strategies regularly**, adapting support as the child develops and their needs change.

Children who have been recognised to have a Special Educational Need with regards to their behaviour may also be given a GROW Support Plan SP (Appendix 8). This outlines any difficulties the child may have and the approaches used by staff to help combat these problems.

GROW Support Plans have clear success criteria and time scales incorporated into them to aid the evaluation and reviewing process. These are issued following discussions with parents, staff and other professionals where required.

Other services and referrals may be completed in conjunction with families where behaviour is impacting on children's learning and attitudes in school, such as an Early Help assessment or Support from the Local Authority LASS Service (Local Area SENI Support). Behaviour targets will be shared with parents and supporting adults.

PARTNERSHIPS

At Eye, we work alongside other agencies to support our behaviour policy. The partnership between home and school is vital and needs to be a positive working relationship which the child may benefit from. We always seek parental support when dealing with behaviour issues in school. Parents are encouraged to work with school and share strategies which can be implemented both at home and school.

Eye also works closely with other agencies such as the School Nurse and other support services (eg MASG Panel and FAP Panel) when needed.

WRAP AROUND CARE/HOLIDAY CLUB

The same principles for promoting positive behaviour and dealing with undesirable behaviour will be used during wrap around care before and after school and during the holiday club.

Positive behaviour and rewards

GROW tickets will be given due to impressing or show exceptional improvement or success against one of the GROW standards. They will be put into a box and one name will be drawn from the wrap around box each week and celebrated.

Inappropriate behaviour and sanctions

Rewards are the principal driving force in creating a positive and effective learning environment for all pupils and staff. We do, however, recognise that action needs to be taken to correct inappropriate or negative behaviour and consequences should be issued when negative behaviours have been displayed.

If a child is showing behaviour which is not in line with our GROW standards and Christian values, the following steps will be followed.

1. Use of non-invasive behaviour strategies to redirect behaviour and attention.

Instances of inappropriate behaviour will be discussed privately with the child to support the improvement of their behaviour. (appendix 4)

2. Issue a warning

If the child fails to improve and correct their behaviour they should then be given a warning. (appendix 4)

3. Use of 'Stop, Think, Choose'

- If a child fails to respond to a warning the staff member will then put their name on the 'Stop, Think, Choose' board.
- A child should be on a 'Stop Think Choose' for no longer than 5 minutes – this is sufficient time for them to respond by using a personalised strategy or to be moved to Reset if not responding.

4. Use of Reset – (recorded on Scholarpack / filed in Reset form folder)

- If a pupil does not improve and correct their behaviour, or persists in not showing GROW standards, then the child will be exited from the area in which they are playing to complete a reset form (appendix 7) appropriate to their key stage.
- In some circumstances, pupils may need to go directly to Reset. This is for aggressive, disruptive, or defiant behaviour.
- Once a child requires to reset, an adult will complete the first section of a reset form. An adult will take the child to complete a reset in different area. An adult will supervise and support (where necessary) the child to complete the reset.
- Once the reset is completed, the child should be given an appropriate time to 'sit out of play' and reflect on their behaviour. They will then be able to return to where they were playing following this time and an adult will place the form in the reset form holder.
- Reset forms should be stored in the behaviour form holder and will be collected by the pastoral team/SLT.
- Staff should add the incidents where a reset has been required to scholarpack.
- Parents should be informed either in person at pick up or by phone call that children have required to complete a reset form.

5. GROW Support plan – (recorded on Scholarpack/Bromcom / filed in child's file)

- 4 reset forms in a week means the child will go on a GROW support plan.
- A GROW support plan will also be used when a child is repeatedly not following the GROW standards of the school, for example:
 - running in the corridors after being warned
 - disrespecting an adult after being warned
 - persistent refusal to follow instructions
- Any other behaviour deemed serious enough by the Wrap around staff to warrant a GROW support plan

- A GROW support plan will start with a parent/carer/child conference with the wrap around manager where the child's behaviour is discussed and clear targets are set. The GROW support plan and process will be explained at the meeting and a review meeting booked in.
- GROW support plans will be kept in the behaviour form holder so that any adult can see and comment on a child's progress towards their targets; this is key in motivating children to improve their behaviour.
- GROW support plans must be reviewed immediately at the end of each session with the child. An adult will indicate success in the session by writing a tick or a dot for each target and discuss how the child met or didn't meet the target.
- After a week, parent / carers will be updated regarding progress and determine if the child has improved and restored their behaviour or would benefit for further time on the GROW support plan.
- If needed, other interventions will be put in place and further meetings with SLT or other agencies will be scheduled.
- All GROW support plans and parent meeting records to be submitted to a member of the SLT.
- Repeated failure to improve behaviour on a GROW support plan, or incidents deemed unsafe will result in a meeting with a member of the SLT and a decision as to whether the child should be able to continue to attend wrap around or holiday club.

ANTI-RADICALISATION

When issuing any behaviour sanctions, staff will be vigilant in terms of their 'Prevent' duty of care. Should staff suspect that incidents may be indicative of radicalised behaviour or ideas, they will follow the school's procedure for reporting this to the Single Point of Contact for Prevent (SPOC).

PREJUDICE RELATED BEHAVIOUR

We are committed to ensuring that every member of our school community is given the opportunity to learn in an environment where respect, kindness and inclusion are valued. We actively teach and model respect for others, celebrating diversity and promoting understanding. We recognise that prejudice-related incidents can and do occur, and we take such matters extremely seriously. Any incident of this nature will be addressed promptly, following clear procedures to support those affected and to help pupils learn from their actions. Please see our Dealing with Prejudice-Related Incidents Policy for further details.

STAFF TRAINING

All staff follow the behaviour policy and receive additional training when required.

Additional training is provided by outside agencies and, when appropriate, in conjunction with other schools, to support children with specific needs that may impact on behaviour.

BEHAVIOUR LEADER

The Assistant Head responsible for behaviour alongside the 'Behaviour Mentor' in school is responsible for ensuring that this policy is adhered to by all staff. They are also responsible for monitoring GROW support plans tracking behaviour and reporting to SLT and Governors.

ADDITIONAL POINTS TO NOTE

- We will endeavour to use positive reinforcement of appropriate behaviour as the primary means of dealing with inappropriate behaviour.
- We will record incidents on the school systems.
- We will ensure our response to inappropriate behaviour does not escalate the situation and any consequences will be given in a calm and caring manner where alternative courses of actions are developed.

- We will ensure that the consequence relates to the level of behaviour displayed and is not excessive but relevant to the child.
- We will endeavour to treat children with the utmost respect at all times, never using sarcasm or demeaning speech or physical presence. The sanction is the consequence and not the public humiliation.
- We recognise that every day should be seen as a new day with children being given the opportunity to make a fresh start following a consequence.

Appendix 1

Achievements and Rewards at Eye CE Primary School

	Purpose	Procedure
GROW ticket	To award children who have shown significant improvement/achievement against a GROW standard.	Children moved to 'GROW ticket' on the class behaviour tree and award a GROW ticket which goes in the class GROW box. These are added to the school GROW bank at the end of each week.
GROW ticket Winner	To reward children who are receiving GROW tickets for the effort against GROW standards.	One ticket chosen from the school grow bank in Friday celebration collective worship.
GROWth award	To acknowledge children who have made significant improvement/achievement against the focus GROW standard of the week.	Teachers choose a child, invite parents/carers to join in Friday celebration collective worship and achievements are acknowledged in front of the key stage.
Christian Values Awards	One per class to recognise the person who has demonstrated the value for that half-term.	Special Christian Values assembly at end of half-term, with parents invited in.

Behaviour Consequences at Eye CE Primary School

The following chart has been discussed with children and staff in order to make it relevant to a whole/school approach and/or relevant to a key phase.

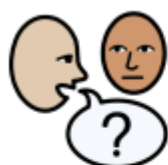
Ready to Learn	
Non-invasive behaviour strategies	Including non-verbal warning/correction.
Stop, Think, Choose	Picture moves on GROW tree. Opportunity for child to return to 'Ready to Learn'. Name should only be on STC for 5 minutes.
Reset	Child exited from the classroom to complete an exit form in a partner class where an adult is available or with SLT (depending on child). Parents informed and child misses break/lunch.
GROW support Plan	Parent/carer/child meeting with the class teacher (and SLT/Pastoral team where appropriate) where the child's behaviour is discussed and clear targets are set. GROW support plan and process explained and a review meeting booked in. GROW support plans kept in the behaviour form holder so that any adult can see and comment on a child's progress towards their targets. GROW support plans are reviewed immediately at the end of each session with the child. An adult indicates success in the session by writing a tick or a dot for each target and discusses how the child met or didn't meet the target. After a week, an update to be given to the parent/carer to discuss progress and determine if the child has improved and restored their behaviour or would benefit from further time on the GROW support plan. Review meetings to be held half termly if GROW support plans are to remain in place.
Discussion with SLT (High Level Incidents- straight to this point)	Repeated failure to improve behaviour on a GROW support plan, or incidents deemed high level/unsafe will result in a meeting with a member of the SLT. This may involve the student not participating in playtimes or other privileges; instead, remaining with a member of the SLT, referrals to other agencies.



Sit up



Tracking



Attention 100%



Respect



Support for teaching staff in dealing with non-compliance

1. Use of non-invasive behaviour strategies to redirect behaviour and attention.

Positioning

- Position yourself so that you can see as much of the classroom as possible, and dramatise your scanning so that pupils know you are looking. Stand near pupils that you anticipate might go off-task.

Proximity

- Stand near a pupil who does not immediately comply with instructions. Don't necessarily engage with them; the purpose is to make it clear that you are aware of their behaviour.

Non-verbal signal

- A look or non-verbal signal to the student who is not on task focusing on what the child should be doing rather than what they shouldn't. Non-verbal signals remind pupils what they need to do, without announcing problems to the class.

Anonymous Public Correction

- Use quick anonymous public corrections to prevent escalating behaviour issues. Watch for compliance and acknowledge when students meet expectations. E.g. "I need two children tracking the board.", "I've got half of the class tracking the board."

Rapid Public Correction

- Make a rapid public correction and thank the student when they comply. E.g. "X tracking the speaker. (Pause) Thank you."

Publicly acknowledge met expectations.

- Publicly acknowledge students meeting expectations. This reminds pupils what you are looking for and encourages others to meet expectations. Directing attention, positive framing of behaviours that meet expectations E.g. "I can see that X is.... Thank you."

2. Address non-compliance with individual students

Give Private Corrections*

- Keeping corrective conversations private to prevent behaviour escalating. Checking that the child is ok. Stating what the child should be doing. E.g. once all pupils are working, go to crouch down next to relevant pupil and have a private conversation "X when I'm talking, I need you silent, so that you understand what to do next."

3. Issue a warning

Make warnings with a correction descriptive and directive*

- Use private corrective conversations: give a warning stating what a pupil needs to do differently, why it's important and end with a redirection. E.g. "X, you shouted out. This stopped other pupils from learning. We use hands up if we've got something to say, so that's a warning. Have a go at question 2, I'll be back to check your work shortly."

Give a rapid warning *

- Use the following formula: Name, behaviour, warning. E.g. "X, talking, warning."

*Indicates appropriate to use within Wraparound provision



Eye C of E Primary School

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Eyebury Road, Eye,
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PE6 7TD

Headteacher: Mr J Webster
Deputy Headteacher: Miss K Wilson

Tel/fax: 01733 222314
admin@eye.peterborough.sch.uk
www.eyepriamaryschool.co.uk

Dear parents/carers,

High Level Behaviour Incident

This letter is to inform you that your child, _____, has been brought to a member of the Senior Leadership Team as a consequence for their behaviour in school today. Your child has been spoken to by the head teacher and they have missed lunchtime as a result of their behaviour.

This decision was not taken lightly and is in line with our school behaviour policy.

Should you wish to discuss this, please contact the school office to arrange a time to speak with myself.

Yours sincerely,

Mr Webster
Head Teacher



Eye C of E Primary School

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Eyebury Road, Eye,
Peterborough,
Cambridgeshire
PE6 7TD

Headteacher: Mr J Webster
Deputy Headteacher: Miss K Wilson

Tel/fax: 01733 222314
admin@eye.peterborough.sch.uk
www.eyepriamaryschool.co.uk

Dear parents/carers,

Second High Level Behaviour Incident

This letter is to inform you that your child _____, has been brought to a member of the Senior Leadership Team as a consequence for their behaviour in school today. Your child has been spoken to by the head teacher and they have missed lunchtime as a result of their behaviour. This decision was not taken lightly and is in line with our school behaviour policy.

As this is the second letter you are receiving regarding your child's behaviour this half term, we would like to invite you to meet with the Head Teacher to discuss their behaviour and put a plan in place to support your child in displaying appropriate behaviours. Please speak to your child's class teacher or contact the Office to make an appointment as soon as possible.

Yours sincerely,

Mr Webster
Head Teacher



Reset Reflection Form KS2

Name:		Class:	
Date:	Time:	Session	Adult sending child:
Behaviour: please tick as appropriate			
☐	Not following instructions	☐	Inappropriate language
☐	Disrupting learning	☐	Confrontational behaviour
☐	Refusing to do work	☐	
☐	Other:		

I am reflecting on the value of:

Gratitude	Respect	Ownership	Wisdom
------------------	----------------	------------------	---------------

Because _____

I feel _____ because _____

My actions have made others feel _____ because _____

Next time, I will use this strategy:

Quiet time	Move away	Best self	Breathing
Drink water	Self-talk	Talk to adult	

I will make things better by _____

Completed with:

(Partner Class)	(Member of SLT)
-----------------	-----------------

Adult comment: _____

☐ Completed form sensibly ☐ Took time to settle ☐ Refused to complete form

At end of day: Parent informed [] Entered onto Scholarpack [] Discussed with relevant staff []

Actions: _____ Signed by adult in receiving class _____

Date: _____



Reset Reflection Form KS2

Why do you have a correction?

If you were in the same situation again, what would you do differently?

GROW Support Plan

Pupil: Year: Class:

Target Behaviour:

Strategies to Increase Appropriate Behaviours:

Strategies to Decrease Inappropriate Behaviours:

Skills to be taught to pupil to support the plan:

Support Needed:

By class teacher:

By support staff:

By parent/carers:

Items needed:

Week Beginning: _____



[insert name]'s Targets

-
-

Edit as appropriate	Monday	Tuesday	Wednesday	Thursday	Friday
8:45-9:00					
9:00-9:30 Phonics					
9:30-10:30 English					
10:30-10:45 Break					
10:45-11:00 Number sense					
11:00-12:00 Maths					
12:00-12:55 Lunch					
1:00-2:00					
2:00-2:45					
2:45-3:05 Collective Worship					

3:05-3:20					
Total					

Appendix 9

A list of some preventative, positive supports for pupils with challenging behaviour:

- Consistent routines for all activities throughout the day
- Prepared activities with suitable materials
- Pre-assigned roles and responsibilities throughout the day for staff members
- Provide highly motivating activities to help the student make it through a difficult session
- Pre-determined areas for activities (so that students will know where to do what)
- Proximity control
- Clear expectations reinforced by using picture icons or written words
- Use of clear schedules for sessions in the day
- Personalised schedules to allow for independence and ownership
- A daily class schedule which includes movement breaks throughout the day
- Maintain a neutral voice tone
- Tone of voice -try whispering to calm the atmosphere
- Reduced words to express what you want the student to do
- Gesture/model along with verbal language
- Offer a less favoured activity first, then a highly preferred activity
- Relocate the activity or people if a problem behaviour keeps happening in the same area or with the same person
- Provide highly motivating activities to help the student make it through a difficult session
- Removal of problem items from the room
- Change to positive body language- try not to stand over the student or present negative body language (ex. Folded arms, frustrated facial expressions)
- Decrease of difficult tasks by decreasing in numbers, time, requirements or difficulty
- Access to highly preferred items or activities for positive behaviour
- Use of visual cues to show the child what reward they will get for positive behaviour
- Rewards which are enticing to that pupil.