

Beyond this - Go to a member of SLT and a phone call home is made.

Home/School Partnership:

To demonstrate our commitment to working together, we ask that the **Home-School Agreement** is signed by parents/carers, pupils and school, in the Home-School Links Books.

A Behaviour Profile Record - identifying Behaviour Strengths and Targets must be updated once a term. This profile is to be completed in conjunction with the child and class teacher.

Parents/carers **MUST** also be included in this process at open days. When the profile is updated and if there is a decline in the review, the updated copy must be sent home.

When applying sanctions we make a point of never criticising the person, only their actions and we always use **PIPRIP** (Praise in Public, Reprimand in Private).

OUR SCHOOL'S FOUR RIGHTS

Every Child and Adult has the RIGHT to:

- ❖ Be SAFE
- ❖ Be HAPPY
- ❖ Be RESPECTED
- ❖ Be READY TO LEARN



THE GRANGE PRIMARY SCHOOL

UNDERSTANDING BEHAVIOUR MANAGEMENT IN OUR FOUNDATION STAGE

AUTUMN 2019



Giving Every Child, Every Chance, Every Day!

Mrs L Thorpe - **Headteacher**

Miss S Thomas - **Head of School and SENCo**

Mrs J Fanthorpe – **Nursery Teacher and SEN-D Support Teacher**

Mrs L Cooper – **Early Years Leader**

Mrs C Hempstock, Mrs M Parker and Mrs C Otter –

Pastoral Team

OUR AIM

We aim to create a safe, caring environment where relationships are based on respect and trust, and to develop positive self-esteem in each child so that they may reach their potential. We are committed to maintaining high expectations of good behaviour, and to encouraging positive behaviour through the delivery of a rich, stimulating and challenging curriculum.

SCHOOL WILL STRIVE TO ACHIEVE GOOD HOME – SCHOOL COMMUNICATION BY:

- ❖ Promoting a welcoming environment within our school
- ❖ Giving parents/carers regular, constructive and positive comments on their child's work and behaviour
- ❖ Encourage parents/carers to come into school on occasions other than parent open days
- ❖ Keeping parents/carers informed of school activities by letter, newsletter, website, Parentmail etc.
- ❖ Involving parents/carers at an early stage of any disciplinary problems.

Good to be Green (RAG – Red, Amber, Green approach) governs our whole school behaviour management and the Shooting Star, Sun and Cloud system is used in the Foundation Stage.

Foundation Stage:

In each classroom there is a display of the Star, Rainbow, Sunshine, Cloud and Thundercloud behaviour system.

All children will begin the day on the Sunshine.

Children will move onto different stages with consequences should they break a rule or display unacceptable behaviour.

If the behaviour continues, the child will continue to move on to the next stage until the behaviour ceases. The child will then receive that consequence.

The stages are as follows:

Shooting Star- Behaviour above and beyond
Sunshine - positive behaviour - praise and rewards

Verbal warning - no movement

Cloud - Time out for 5 minutes in class of next playtime/choosing time

Thundercloud - Miss ALL of next playtime/15 minutes of choosing time and name is put in the Behaviour Book.



OTHER AGENCIES INVOLVEMENT:

Full use will be made of outside agencies such as:

The Educational Psychologist Service, Child Adolescent Mental Health Service (CAMHS), Primary Behaviour Support Team (PBST), Autistic Spectrum Education Team (ASET), Education Inclusion Team, Children and Family Services, Health Services, Ashby Children's Centre.

Police

Value is placed on a good relationship with the police and good liaison is encouraged. Regular visits to school and liaison with staff, parents/carers and children takes place.



Care of School Premises and Site

Everyone in school is responsible for the care of the school premises. Children and staff are encouraged to feel a sense of ownership for the school and its environment.



ALL STAFF WILL:

- ❖ Treat all children equally, irrespective of gender, race or religion
- ❖ Be alerted to any signs of bullying and racial harassment and will deal firmly with and will alert other staff to any problems
- ❖ Deal sensitively with children in distress, will listen to them and deal with any incidents appropriately
- ❖ Support each other in maintaining good classroom management and show sensitivity to each other's needs and difficulties.

PARENTS/CARERS:

Parents/carers have a vital role in promoting good behaviour in school and so effective home – school communication is extremely important.

The school has a right to expect that parents/carers will give their full support in dealing with their child's behaviour difficulties.

We expect parents/carers to:

- ❖ Keep us informed of behaviour difficulties they may be experiencing at home
- ❖ Inform us of any trauma which may affect their child's performance at school e.g. death in the family, separation of parents
- ❖ Inform us about their child's ill health and any absence connected with it
- ❖ Support the school with all policies and procedures e.g. reading at least five times a week, returning homework, bringing PE kit every Monday, behaviour expectations etc.
- ❖ Sign and promote the Home – School Agreement.

