



Grimsdell

The Mill Hill School Foundation

Walker House, Millers Close, The Ridgeway, Mill Hill, London NW7 1AQ

Grimsdell, Mill Hill Pre-Preparatory School

Promoting Positive Behaviour Policy

Independent Co-educational Day School for Pupils aged 3 to 18 years and Boarding School for Pupils aged 13 to 18 years

Effective September 2018

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KEY POINTS OF THE PROMOTING POSITIVE BEHAVIOUR POLICY

Purpose	The purpose of this document is to promote and sustain positive behaviour throughout Grimsdell
The Grimsdell Way	ALL staff are to use the principles of our Grimsdell way to help promote positive behaviour: Be Kind, Embrace Challenge and Try our Best
Roles	ALL staff have a defined role to play in the promotion of positive behaviour. The very minimum of which is to follow the rewards and sanctions systems to ensure that positive behaviour is encouraged and poor behaviour is dealt with appropriately and at the correct level.
Recognition and Reward Philosophy	ALL staff are encouraged to actively look for opportunities to praise and reward pupils both within and beyond lessons. All staff are to encourage pupils to strive for excellence, which we take to mean being the best that they can be, regardless of ability. Staff should use the tiered system of recognition and rewards to celebrate achievement, excellence and pupil contribution in all aspects of school life.
Recognition and Reward System (4 Levels)	We operate a tiered system of 4 Levels: Level 1 - Informal Well Done Level 2 - Noteworthy Behaviour Level 3 - Time To Shine Award Level 4 - Head's Special Award
Consequences of Poor Behaviour Philosophy	The School fully recognises that pupils can, do and always will make mistakes when it comes to their behaviour, conduct and decision making, and that it is our responsibility to help them learn from these mistakes. Our approach to how we deal with poor behaviour is sympathetic and restorative, while remaining firm and consistent in application. The use of disciplinary sanctions will be reasonable and proportionate to the circumstances of the case, and staff will apply them consistently and fairly. Account will be taken of a pupil's age and any special educational needs, disability and religious requirements affecting the pupil.
Consequences of Poor Behaviour System (4 Levels)	We operate a tiered system of 4 Levels using traffic lights: Level 1 - Low Level Issue - warning with no consequence (green) Level 2 - Repeated Level 1 offences/more serious issue -'Thinking Time' in their classroom (orange) Level 3 - Repeated Level 2 offences/ very serious/dangerous behaviour - 'Thinking Time' in another classroom (Red) Level 4 - Repeated Level 3 offences require a meeting with the Senior Deputy Head
Application	There is a Sanctions Matrix that details the levels and defines actions to be taken at each of these levels, including recording actions and communication with parents. These are to be found in Appendix 1, 2 and 3 of this document and will be distributed directly staff as appropriate. Staff are expected to adhere to the principles set out in the matrix and implement as appropriate
General Advice	All staff must look for every possible opportunity to praise and reward pupils. All staff must be proactive in ensuring that pupils live up to the expectations and standards of Grimsdell.

Important Note

This summary does not replace, nor overrule, the Foundation's published policies. This summary is intended as a guide only and is to be read in conjunction with the relevant policies.

PROMOTING POSITIVE BEHAVIOUR POLICY

Instilling Values – Inspiring Minds

Grimsdell aims to meet the challenge of “Instilling Values and Inspiring Minds” using the key principles behind The Grimsdell Way:

Be Kind

Embrace Challenge

Try our Best

Introduction

This policy document operates in accordance with relevant legislation and the guidance given by the Department for Education (DfE) in Behaviour and Discipline in Schools’ (2014) and in compliance with the Requirements for children with learning difficulties and/or disabilities given in the Equality Act 2010.

This policy is to be read in conjunction with the following policies:

- Anti-Bullying
- Attendance and Punctuality
- Disability
- Educational Visits
- Expulsion, Removal and Review
- Policy to Safeguard the Welfare of Children who are Pupils at the School
- Restraint
- Searches guidance

Aims and Objectives

The key principle is to promote and sustain positive behaviour through the following aims and objectives:

1. To try our Best

We will do this by:

- i. Creating optimum environments in which outstanding learning can take place;
- ii. Providing an innovative curriculum which establishes strengths in the core subjects but is also broad and flexible enough to adapt to the demands of the 21st Century;
- iii. Using methods that equip pupils with the tools and habits of mind that enable them to navigate the global environment;
- iv. Having high expectations of all pupils and staff and a belief that everyone can achieve and succeed;
- v. Promoting life-long learning and wellbeing amongst pupils and staff.

2. To be Kind

We will do this by:

- i. Practising respect and tolerance in our multi-faith and multi-cultural environment, through an understanding of Christian values and traditions;
- ii. Providing opportunities to develop socially responsible pupils;
- iii. Encouraging pupils to recognise the local, national and international context of their own education.
- iv. Developing self-respect and an understanding of the importance of self-care
- v. Developing empathy and an outward looking approach to wellbeing

3. To Embrace Challenge

We will do this by:

- i. Providing a wide range of activities that enable pupils to develop the skills and attributes of confidence, curiosity, independent thinking, creativity, leadership, team work, resilience, emotional intelligence and adaptability;
- ii. Cultivating interests, talents and disciplines that will enhance the pupils' experience of life, now and in the future;
- iii. Encouraging pupils to be self-aware, resilient and to celebrate their individuality;
- iv. Building a sense of community and environmental awareness (both within the school community and beyond)

Definition of Roles

Governing Body

- Sets the policy for the management of behaviour in the School;
- Sets the pupil Code of Conduct;
- Governors have a role in reviewing the decisions of the Head in respect of exclusions;
- Determines formal complaints of parents/carers of pupils in the School.

The Head

- Is responsible to the Governing Body for the good order and discipline of pupils at the School;
- The Head maintains oversight of the operation of this policy and may review the decisions of other staff in respect of discipline;
- The Head alone has the legal authority to exclude pupils from the School;
- The Head frequently meets with pupils who deserve commendation for their effort and/or achievements.

The Senior Deputy Head

- Is responsible to the Head for good order and discipline in the School as a whole
- This person is responsible to the Head for the welfare of all pupils, and specifically for ensuring the effectiveness of any specialist provision that a pupil may require in terms of pastoral care;
- Assistant Heads are to support the Senior Deputy Head and Head in the implementation of this policy.

Classroom Teachers

- Are responsible for the behaviour of pupils in their classroom and identifying patterns which may require intervention;
- They also give praise and support to their pupils and may recommend them for House or School rewards;
- The teachers works with the pupil to resolve problems;
- They may impose low level sanctions and recommend that a pupil receives a mid-range sanction;
- Will also work with parents to support the behaviour of pupils if there is a recurring problem.

ALL staff, teaching or otherwise, have a role to play in promoting the values of the School and upholding the principles, values and school rules. All staff should follow the reporting and referral procedures to ensure that poor behaviour is dealt with at the correct level.

Parents

Throughout a child's time at Grimsdell, we aim to work in partnership with Parents, guardians and carers to ensure continuity of care and the careful management of each stage of a child's development and open and friendly communication is encouraged. We firmly believe that parental involvement with the school and the child's education has a positive effect on the child's progress and development. Children benefit enormously from the knowledge and security that the school and their parents/guardians/carers are working together to support, encourage and recognise their endeavours and achievements. This is equally true as we work to resolve difficulties they may either have or mistakes they might make.

Promoting Positive Behaviour

In order to promote positive behaviour the Mill Hill School Foundation endeavours to establish strong and mutually respectful relationships between all staff and pupils; where teaching is lively, purposeful and engaging; where praise, rewards and recognition are given generously where earned and where sanctions, when deserved, are imposed justly, swiftly and consistently, giving pupils a chance to reflect and learn from their mistakes. For this to happen:

The Senior Leadership Team will

- Ensure that full induction procedures are in place for Newly Qualified and inexperienced teachers (along with a support programme) and all incoming experienced staff;
- Ensure that systems of communication with, and between, staff on disciplinary matters is effective;
- Ensure that this policy is implemented by all staff across the school.

The Senior Deputy Head will

- Take the lead on the management of behaviour within the school;
- Ensure that sanctions are used equitably across the School and that pupils are rewarded for positive behaviour as well as sanctioned for poor behaviour;
- Ensure that appropriate records are kept and monitored, with suitable intervention;
- Oversee of the impact and success of this policy and make adjustments in consultation with SLT as necessary

Classroom Teachers will (within their classes)

- Promote positive and effective relationships between pupils and between staff and pupils;
- Consistently reinforce, monitor and adhere to the School's expectations for behaviour as set out in The Grimsdell Way and the School Rules;
- Monitor the behaviour of pupils and give rewards or sanctions as appropriate.
- Familiarise themselves with this policy and the School's Expectations and Standards, implementing them consistently;
- Use praise and sanction as appropriate, seeking assistance from the Senior Deputy Head if necessary.

Recognition and Rewards

The vast majority of pupils display high levels of positive behaviour at Grimsdell at all times. Our rewards system encourages pupils, teachers and their parents/carers to celebrate sustained good work, effort and progress and contribute to a culture of motivation and success.

Grimsdell recognises that a key part of developing the potential of our young children is giving encouragement and praise. Praise is a key component of the recognition and rewards system along with good teaching and good staff/pupil relationships. Staff at Grimsdell are encouraged to actively look for opportunities to praise pupils both within and beyond lessons. The School encourages pupils to strive for excellence which we take to mean being the best that they can be, regardless of ability. Our system of rewards allows us to celebrate achievement, excellence and pupil contribution in all aspects of school life.

System of Recognition and Rewards

We operate a tiered system of 4 Levels of recognition and reward which is underpinned by an emphasis upon:

- Descriptive and meaningful praise
- Growth Mind-set attributes and skills (see appendix 4)

Level 1- Informal Well Done (1 House Smiley)

- Verbal praise explaining descriptively what the pupil has done to deserve the reward.

Level 2- Noteworthy Behaviour (Double House Smileys)

- Verbal praise explaining descriptively what the pupil has done to deserve the reward.

Level 3 - 'Time to Shine' Award (3 House Smileys)

- Verbal and written praise explaining what pupils receiving this award will be presented with a certificate during our Friday 'Time to Shine' assembly.
- The class teacher will explain what the pupil has done in order to receive the award.
- Parents will be informed.

Level 4 - Head's Special Award (5 House Smileys)

- Verbal or written praise by the Head or Senior Deputy Head explaining what the pupil has done to deserve the reward and informing the pupil that they are being awarded a Head's Special Award;
- Pupils receiving a Head's Special Award will meet with the Head at break time and they are to bring any pieces of work that have helped them achieve this award;
- A written communication will be sent home to Parents informing them of the award. This will be recorded.
- Staff members may recommend one pupil from their class each week for an award.

Examples of behaviours

Please see **Appendix 1** for the Recognition and Rewards Matrix giving examples of how pupils can achieve these awards and the procedures surrounding them.

Further mechanisms for praise

Alongside these awards the Mill Hill School Foundation often uses the following methods to recognise and reward pupils' behaviour and achievements:

- Assembly– praise from peers and teachers;
- Display House points in the house cabinet
- Display work on the wall;
- Displays and notice boards (e.g. Golden Boards in the Hall and other spaces) are used to celebrate each year group and House to publicise achievement in all spheres of school life;
- Marking – stamps, 'smileys', written comments;
- Phone calls/emails/postcards home;
- Accolades featured in the newsletter

This is not an exhaustive list but reflective of wider praise and reward opportunities across the school.

Principles and criteria for praise and rewards

The underlying principle for the promotion of positive behaviour in the Mill Hill School Foundation is that all staff should:

Look for every possible opportunity to praise and reward our pupils. Praise and rewards may be given to an individual pupil, a group of pupils within a class or house year group, a whole class or house or even the entire school. This can happen in lessons, Houses, clubs and activities - or even just walking around the school.

Strike the right balance between rewarding pupils with consistently good behaviour and those achieving substantial improvement, every opportunity should be taken to praise pupils who have previously been associated with poor behaviour. It is important however, whilst praise and rewards can be used to help reinforce efforts, it is important that those pupils who regularly misbehave are not awarded disproportionately.

When praising or rewarding pupils staff should apply 'The Grimsdell Way' as the reason for the reward, which should be communicated to pupils at the time of the praise or reward:

Things to consider when rewarding a pupil

BE KIND	Has the pupil led by example or demonstrated an act of kindness Has the pupil shown a great deal of respect in a certain situation or has possibly done something deserving of a great deal of respect?
TRY OUR BEST	Has the pupil done/produced something to be proud of? Has the pupil achieved something noteworthy? Has the pupil demonstrated some notable learning?
EMBRACE	Has the pupil demonstrated perseverance or resilience?
CHALLENGE	Has the pupil excelled in a particular area

A full copy of The Grimsdell Way is available at appendix 4.

Our Learning Friends

To further develop positive behaviour, attitudes to learning and high levels of engagement in class we encourage our pupils to be confident and independent learners through our seven 'learning friends'. The pupils can be awarded these separately for demonstrating a specific learning skill during a task. These skills include, reasoning, curiosity, teamwork, resilience and perseverance, reflection, making connections, creativity and imagination. A copy of 'Our Learning Friends' can be found in **Appendix 1**.

Consequences of Poor Behaviour

We recognise that pupils can sometimes get things wrong when it comes to behaviour, conduct and decision making, and that it is our responsibility to help pupils learn from these mistakes and instil behaviours that promote fewer mistakes in future. With this in mind we aim to take a sympathetic and restorative approach to how we manage undesirable behaviour at the Mill Hill School Foundation, while remaining firm and consistent in our application. The adult responsibility in managing poor behaviour and promoting positive behaviour is at the heart of our approach which is supportive and enabling.

The use of disciplinary sanctions will be reasonable and proportionate to the circumstances and staff will apply them consistently and fairly. Account will be taken of a pupil's age and any special educational needs, disability and religious requirements affecting the pupil. Disciplinary sanctions will have the main aim of helping the child to understand the impact of behaviour and what they could do differently next time.

Staff should aim to resolve issues at the lowest possible level.

System of consequences for poor behaviour

We operate a tiered system of 4 Levels of poor behaviour, each of which has a language and dialogue based approach to promoting the behaviour we want to see. The structure is shown as a visual for pupils to understand but the allocation of sanctions is done privately, with no visual representation.

Level 1 – Low Level Issue (Green alert)

- Staff to give warning, explaining what the pupil is doing wrong and having a dialogue about how to correct it;
- No recording or communication of this incident is necessary.

Level 2 – Repeated Level 1 offences/More Serious Issue (Orange alert)

- Member of staff to explain exactly what the pupil has done wrong and enter into a dialogue on how to avoid this happening again the future;
- The pupil to be given 'Thinking Time' in their classroom (away from the group). This might mean working at a separate table or it might mean calming down in a separate area of the room – depending on the misdemeanour.
- This will be recorded privately on Isams. The senior Deputy will have access to isams and will monitor regularly.

Level 3 – Repeated Level 2 offences/ Serious/Dangerous Behaviour (Red alert)

- Member of staff to explain exactly what the pupil has done wrong.
- 'Thinking Time' in another classroom. The child would be accompanied to another class with work or an activity (if appropriate), where they would be supervised by another teacher for a maximum of twenty minutes;
- After thinking time the member of staff would establish with the child why the behaviour was wrong, what they could have done differently and whether any appropriate restorative next steps are necessary

- Parents would be contacted by the class teacher to explain the incident, the action and secure support.
- This will be recorded privately in Isams.
- The senior Deputy will be alerted and have access to Isams in order to monitor regularly.

Level 4 – Repeated red Issues – Meeting with Deputy Head

- If a child consistently reaches the red stage for any reason (3 or more times), they would be spoken to by the Deputy Head and we would also involve parents to define the behaviour/issues and establish next steps and parental support. If this were to continue, the Head would then become involved and the child would be placed on an individual positive behaviour plan with steps, actions and further sanctions attached as appropriate.

Our Language tools:

We follow these steps to scaffold our language in conversations with pupils

- Acknowledge the behaviour – we help develop emotional behaviour by articulating for them; “I understand it is hard to stop drawing when you are enjoying it so much, but it is time to come to the carpet now”
- Identify the cause – ‘What happened?’, not ‘Why did you do it?’
- Define the behaviour – You did this - At Grimsdell we do this because...
- Show you are sorry/seek forgiveness/ put right the wrong
- We make positively worded requests: ‘When we draw we keep the pencil on the paper’, ‘We play gently with our friends’ etc.
- We are calm and controlled when discussing behaviour with children

Our Non-verbal tools

- We make eye contact with children
- We get down on their level
- We have 2 way conversations, with a speaker and a listener
- We aware of not engaging in body language that the children will read negatively and find unsupportive; e.g folding arms or rolling eyes
- We have conversations in the same space as the child, not across the room or table
- We ignore negative or attention seeking behaviour as far as possible
- We have conversations away from the group but with other staff members in the room.

Please see **Appendix 2** for the Sanctions Matrix giving examples of the types of behaviour at the various levels and the procedures surrounding them.

Pre-emptive steps to follow to avoid the use of sanctions

- Ensure pupils know the **school and classroom rules**;
- Provide clear messages about their routines and order of day using **visual timetables**
- Allow pupils to **assume responsibilities and involve them actively** in lessons
- Make focussed use of **‘learning friends’** (see appendix 1) to engage and motivate;
- Make active use of **‘zones of regulation’** (appendix 5) to recognise and name emotions which may lead to poor behaviour, guiding pupils to develop **self-control and regulation**;
- Ensure that the **relationship between teacher and pupil** is warm, friendly, respectful and professional;

- Reward pupils for **good work, positive behaviour** and any other appropriate positive reason, using **specific and quantitative praise**;
- **Listen** to accounts before making judgements;
- **Be fair and consistent** when dealing with pupils, applying this policy will help achieve this;
- **Be courteous and polite to pupils**, refer to them by their forenames and expect pupils to address staff and visitors in a respectful manner (Mr, Miss, Mrs, Ms). The vast majority of our pupils respond positively to “please” and “thank you” and will respond in an equally courteous manner;
- **Members of staff should never shout or lose their temper** or use abusive or sarcastic language. It is essential to **remain calm and maintain control of the situation**;
- Use the **STOP, THINK, CHOOSE** approach

Applying the use of sanctions

- Make it clear during any clarification that it is always in **a pupil’s best interests to tell the truth**, and that the pupil’s honesty will be reflected in any sanction that is eventually applied;
- Make it clear where appropriate that a sanction is being applied to **deal with a pupil’s behaviour and not to stigmatise the pupil**;
- **Avoid early escalation towards severe sanctions**, reserving them for the most serious or persistent misbehaviour;
- Avoid sanctions becoming cumulative and automatic, by **taking into account a pupil’s individual needs, age and understanding**;
- Wherever possible, **avoid whole-group sanctions**;
- **Do not apply any further sanctions such as finishing work at break time or missing break**, without consultation with the Senior Deputy Head at the Level 4 stage.
- Use sanctions in conjunction with **appropriate skilled dialogue, to help the pupil to learn from mistakes**, and recognise how they can improve their behaviour;
- When appropriate, use sanctions that **put right harm caused by unacceptable behaviour**;
- **Never issue a sanction that is humiliating or degrading** – or delivered in a humiliating or degrading way;
- Apply sanctions in a **calm and controlled manner**;
- Ensure that **sanctions are seen as inevitable and consistent**, such that pupils should know that a sanction, when mentioned, will be used;
- Attempt to link the concept of sanctions to the concept of choice, so that pupils see the connection between their own behaviour, and its impact on themselves and others, and increasingly take responsibility for their own behaviour; **Use the STOP, THINK, CHOOSE** approach

SEN

All members of staff will be aware of children with Special Educational Needs and will adjust their approach to the behaviour of these children in order to educate, rather than sanction. Teachers and Assistants take into account any diagnosed or potential special educational needs that may affect a child’s understanding of social situations and appropriate behaviour or reactions.

The Grimsdell Way

When sanctioning pupils staff should apply 'The Grimsdell Way' for the reason behind their decision, which should be communicated to pupils during the discussion around the sanction:

Things to consider when sanctioning a pupil:

BE KIND	Has the pupil done something or acted in a way that is unkind? Has the pupil shown little or no respect to others or themselves in a certain situation?
TRY OUR BEST	Has the pupil not given their best or demonstrated a lack of effort? Has the pupil led others into poor behaviour or set a bad example?
EMBRACE CHALLENGE	Has the pupil allowed themselves to become distracted or to distract others? Has their engagement level in lessons been disappointing compared their ability and others in the class?

Corporal Punishment

There is no corporal punishment at the Mill Hill School Foundation, as required by Section 131 of the School Standards and Framework Act 1998. This includes the administration of corporal punishment to a pupil during any activity, whether or not on the school premises, and applies to all staff employed by the Mill Hill School Foundation including any acting in loco parentis such as unpaid volunteer supervisors. The circumstances under which physical restraint may be used are noted in the Foundation's restraint policy.

This Policy is to be reviewed annually.

Last review: September 2018

By resolution of the Pastoral Committee of the Court of Governors

Signed Date

Chairman of the Pastoral Committee of the Court of Governors

Appendix 1 – Learning Friends

Appendix 2 – Rewards Matrix

Appendix 3 – Sanctions Matrix

Appendix 4 – The Grimsdell Way








Appendix 5 – The Zones of Regulation



Our Learning Friends



Appendix 1 – Our Learning Friends

Learning Friends	Name	Learning Skill
	Polly the Parrot	<p>Reasoned thinker and talker Participates in talk being aware of their own and others’ feelings. Builds on what is said and develops reasoned and rigorous thinking.</p>
	Klara the Kitten	<p>Curiosity Asks questions, investigates and learns where answers could be. Prepares to experiment and learn from mistakes.</p>
	Bertie the Bee	<p>Learning Relationships Works well with others. Shares ideas with others. Listens, responds and negotiates.</p>
	Tommy the Tortoise	<p>Resilience and perseverance (not giving up) Learns that some things take a long time to achieve. Takes risks. Blocks out distractions and works hard.</p>
	Oscar the Owl	<p>Reflective Learner Reflects on past learning and plans ahead. Prepares to change. Self-aware. Thinks about how, who, when, what and where.</p>
	Sid the Spider	<p>Making Connections Links previous learning with present learning. Links experiences between subjects and between home and school.</p>
	Ursula the Unicorn	<p>Creativity and Imagination Generates and develops ideas. Looks for alternatives; applies imagination.</p>

Appendix 2 – Rewards Matrix

Positive Behaviour			Response		Communication		Recording		
Level	Definition	Examples	Reward		Acknowledgement - Academic, pastoral/House and co-curricular	Within School	Externally	Where	Responsibility
1	Minor examples of Positive Behaviour	Good effort/progress on a task or homework	Informal 'Well Done'	1 House Smiley	Verbal praise explaining what the pupil had done to deserve a reward.	Discretionary; Awarding staff member to inform Class teacher.	Discretionary		
		Single act of kindness (holding door etc.) being kind to another pupil.							
		Being helpful to a member of staff.							
2	Noteworthy Positive Behaviour	Good effort in a lesson/homework, a single instance of good academic progress being made	Noteworthy Behaviour	2 House Smiley	Verbal praise explaining what the pupil had done to deserve a reward and informing the pupil that they are being awarded 2 House Smileys.	Awarding staff member to inform Class Teacher if not the pupils Class teacher. Class Teacher to monitor House Smileys within Class and inform Head of House during House meetings.	Discretionary		
		A noteworthy act of positive contribution to school life							
3	Excellent Positive Behaviour	A single, outstanding piece of learning/effort/example of progress OR a series of very strong individual pieces of learning/effort/progress not previously rewarded beyond Level 1	Time To Shine Award	3 House Smileys	Verbal or written praise, by Class Teacher, explaining what the pupil had done to deserve the reward. Pupils receiving A Time To Shine Award will receive a certificate in the Time To Shine Assembly on a Friday morning.	Class Teacher to bring certificates to assembly and explain to the school the reasons behind the award. Head to present certificate and sticker.	Newsletter	Newsletter Certificate home	Class Teacher
		A series of acts that have not previously been rewarded beyond Level 1							
4	Exceptional and consistent Positive Behaviour	Consistency in positive behaviour in one (or more) aspects of school life, including academic, contribution to the community or House. This is demonstrated by gaining 5 House Smileys; or potentially for a single achievement at School.	Head's Special Award	5 House Smileys	Pupils receiving this award will be presented a Special Certificate and a written communication will be sent to Parents informing them of the award. Staff to recommend pupils for Head's awards	Head to present certificate and sticker	Newsletter Certificate home Congratulatory email from Head	Newsletter Email Isams	Senior Deputy Head / Class teacher

Negative Behaviour			Response			Communication		Recording	
Level	Definition	Examples of behaviour	Sanction		Restorative Justice	Within School	Externally	Where	Responsibility
1	Low Level Disruption	Calling out or distracting others	Warning (verbal)	Green alert	<ul style="list-style-type: none"> Acknowledgement Identify the cause Define the behaviour Seek forgiveness 	At staff discretion	None	Share with class teacher	Member of staff observing/involved
		Poor effort							
		Ill-judged behaviour							
2	Repeated Level 1 offences/ More Serious Issue	Repeated Level 1 offence	Warning (verbal)	Orange alert	<ul style="list-style-type: none"> Acknowledgement Identify the cause Define the behaviour Seek forgiveness 	At staff discretion	At staff discretion	Share with class teacher	Member of staff observing/involved
		Disrupting lesson,							
		Failure to complete work to a good standard, taking into account age and ability of child							
		Rude/disrespectful to peers							
3	Repeated Level 2 offences/ Serious or Dangerous Behaviour	Repeated Level 2 offence	Warning (verbal)	Red alert	As Level 2 plus; <ul style="list-style-type: none"> Meeting with Deputy Head & Class Teacher to discuss ways forward and identify what support might be needed to achieve this 	Member of staff involved to communicate with Class teacher Report to Deputy Head	Parents informed (phone, email, meeting as appropriate)	Share with class teacher	Member of staff observing/involved
		Lying or rude to staff							
		Aggressive language or behaviour	'Time out' in another classroom						
4	Repeated Level 3 offences/ Serious Breach of Trust/ Inappropriate Behaviour	Repeated Level 3 offences	Meeting with the Senior Deputy Head		As Level 3 but; <ul style="list-style-type: none"> Meeting with the Senior Deputy Head and Class Teacher Formal support for the pupil MUST be put in place 	Member of staff involved to communicate with Class teacher and Senior Deputy Head Report to Head	Parents invited in to discuss ways forward, what support is being put in place.	Share with class teacher	Class Teacher / Senior Deputy Head
		Fighting or discriminatory language							
		Consistently on a red traffic light							

The Grimsdell Way

- Treat others as they would like to be treated themselves
- Share
- Forgive
- Are kind and helpful
- Listen to each other
- Are honest
- Are cooperative
- Do their best to be their best and;
- Share their worries