

# Grovelands C P School



## Promoting Prosocial Behaviour Policy

This policy was  
adopted in  
September 2021

This policy is due  
for review in  
September 2022

## **GROVELANDS COMMUNITY PRIMARY SCHOOL – PROMOTING PROSOCIAL BEHAVIOUR POLICY**

This policy is the statement of principles, aims and strategies for the promotion of prosocial (positive) behaviour at Grovelands Community Primary School. It should be read in conjunction with the following policies:

- Anti-Bullying
- Safeguarding & Learner Protection
- Online Safety
- Health and Safety
- Teaching and Learning
- SEN and Inclusion Information Report
- Positive Handling

### **A – INTRODUCTION**

Our school aims to:

- Promote respect and value the feelings, opinions, beliefs, differences of others and to respect property
- Provide a safe environment where learning is enjoyable, engaging and challenging
- Help all learners to discover and develop new skills
- Support learners to self-regulate their behaviour, express their emotions appropriately and learn from their mistakes
- Teach the importance of being valued as an individual within the group
- Encourage and support learners to become well rounded, self-disciplined, respectful, moral and caring
- Support learners to grow into independent, resilient learners

Grovelands Community Primary School is a school which promotes prosocial (positive) behaviour, modelling and opportunities at all times. We seek to foster warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence.

We recognise that there are similarities and differences between individuals and groups, but we will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same.

We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create

cohesive communities. Relationships can at times be challenging, but as a school committed to Restorative Practice we aim to enable learners to resolve conflicts restoratively.

We aspire for all members of our school community to display prosocial behavior towards each other at all times. All staff must follow the Grovelands School Promoting Prosocial Behaviour Policy.

**Antisocial behaviours at Grovelands Community Primary School that staff will challenge:**

- Deliberate spitting (risk of transmission of disease i.e. Covid 19)
- Aggressive and violent behaviour
- Fighting
- Bullying (including homophobic and transgender bullying)
- Cyber bullying
- Swearing
- Stealing
- Verbal abuse - the use of derogatory language or rudeness to other learners or adults
- Discriminatory behaviour
- Vandalism or abuse of school property and materials
- Classroom disruption

**B - ROLES & RESPONSIBILITIES**

**The Senior Leadership Team will:**

- Implement the Promoting Positive Behaviour Policy, reinforcing the need for consistency throughout the school
- Monitor trends and patterns in order to improve behaviour across the school, providing coaching and support where needed
- Report to governors regarding the effectiveness of the policy and high levels behaviour
- Ensure the health and safety and welfare of all learners
- Encourage prosocial behaviours to be celebrated at the permission of the learner

**All learners, parents, staff, and visitors who come into school have responsibility for promoting prosocial behaviour by demonstrating clear values and principles through:**

- Teaching and modelling behaviour that incorporates honesty and respect for others
- Encouraging internal discipline, self-management of behaviour and a sense of responsibility for positive behaviour
- Praising positive behaviour. Using positive phrasing and reminding

- Providing learners with positive experiences that will create positive feelings and therefore positive behaviour
- Being good role models through patterning and copying
- Using scripts, repetition and structure
- Using consistent, clear and agreed boundaries
- Comfort and forgiveness

**The Governing Body will:**

- Support with the implementation of the policy
- Provide advice to the Executive Headteacher regarding disciplinary issues and exclusions
- Review the effectiveness of the policy
- Understand that behaviour is a management issue

**C - APPROACH TO BEHAVIOUR**

At Grovelands Community Primary School, we use a Therapeutic Thinking Approach towards managing behaviour. Therapeutic Thinking is an approach to behaviour that prioritises the prosocial feelings of everyone within the dynamic.

Therapeutic Thinking seeks to foster the independence of learners by teaching them how to develop self-regulation skills. The aim being that they are always able to behave pro socially, without the need for adults to manage this.

We will celebrate and promote prosocial behaviour with praise in agreement with the learner, and we will support learners to regulate and reflect on any antisocial behaviour.

It is extremely important that parents and carers understand and support the school's promoting prosocial behaviour policy and help their children understand why respecting this policy is important for the wellbeing of every learner and the smooth running of the school.

There may be rare times when parents and carers do not agree with the chosen course of action. In such cases, while the school will be willing to discuss the matter, we hope that parents will nonetheless support the school's decisions.

**D - RIGHTS AND RESPONSIBILITIES**

The School Council created the rights and responsibilities for every learner. The school community has agreed to these Rights and Responsibilities to help promote a prosocial school ethos and culture for learning.

These Rights and Responsibilities are displayed clearly in each Year Group Area to emphasise our whole-school approach to behaviour:

## **Key Stage 1**

<b>Right</b>	<b>Responsibility</b>
You should feel protected, loved and respected.	You should show love and respect to others.
You should be able to be educated.	You should learn as much as you can, and help others learn.
You can make mistakes.	You should learn from your mistakes.
You should be able to express your own thoughts and ideas.	You should respect other people's thoughts and ideas.
You should expect the school and equipment to be clean and tidy.	You should keep the school and equipment clean and tidy.
You should be able to relax, play and join in with lots of various activities.	You should include everyone in your games and activities.
You should expect to be listened to.	You should listen to other people.

## **Key Stage 2**

<b>Right</b>	<b>Responsibility</b>
You have the right to be protected, loved and respected.	You have the responsibility to show love and respect to others.
You have the right to be educated.	You have the responsibility to learn as much as they can and help others to learn.
You have the right to make mistakes.	You have the responsibility to learn from your mistakes.
You have the right to freedom of thought and religion.	You have the responsibility to respect other people's thoughts and religions.
You have the right to a clean environment with good equipment.	You have the responsibility to look after your environment and equipment.
You have the right to relax, play and join in with a wide range of activities.	You have the responsibility to include everyone in your games and activities.
You have the right to be heard.	You have the responsibility to listen to other people.

## **Peer on Peer Abuse**

Grovelands Community Primary School take a zero-tolerance approach to peer-on-peer abuse.

Peer on peer abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between peers
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence, such as rape, assault by penetration and sexual assault; (this may

include an online element which facilitates, threatens and/or encourages sexual violence)

- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery)
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

All incidents of peer-on-peer abuse will be recorded on My Concern and investigated fully by a senior member of staff.

## **E – PROMOTING PROSOCIAL BEHAVIOUR**

All staff are responsible for creating a positive ethos that promotes prosocial behaviours.

### **Individual Verbal Praise**

Staff can choose to use verbal positive feedback with a learner. This must be done on a one-to-one basis, and can be shared with other learners, but only in agreement with the learner.

### **Good to be Green**

The '**Good to be Green**' approach is consistently applied in every classroom across the school. Green behaviour represents the prosocial behaviour we aspire to see from all members of our school community, and this is where learners start their day. When learners complete exceptional work, show considerable effort or display consistent prosocial behaviours, a member of staff may deem their behaviour to be silver or gold. In this case, the member of staff will inform the learner verbally on a one-to-one basis and may be shared with other learners, but only in agreement with the learner. This is shared with parents and carers at the end of the day through a silver or gold certificate.

### **Head Teacher's Award**

Every Friday, each class teacher will nominate two learners from their class to receive a Head Teacher certificate for completing exceptional work, showing considerable effort or displaying consistent prosocial behaviours. In this case, the member of staff will inform the learner verbally on a one-to-one basis, and they will be awarded this award in assembly, but only in agreement with the learner.

### **Golden tokens**

MDSA staff will have these to support learners to display prosocial behaviours at lunchtime. The learners will take these tokens to share and celebrate their

achievement with their class teacher after lunchtime if they would like to.

### **Golden Time**

Golden Time takes place on Friday afternoon and is a whole-class activity. All classes can earn up to 30 minutes of Golden Time. This can be achieved by the class working together to gain the best prosocial learning opportunities every day. Teachers will add the minutes to the golden time board daily.

Golden time activities should encourage social skills, team work and co-operation and be seen as a valuable part of the curriculum.

## **F - REFLECTING ON ANTISOCIAL BEHAVIOUR**

### **Good to be Green**

**Yellow Behaviour** - Sometimes a learner may display an incident of low-level antisocial behaviour. When this occurs, a member of staff may deem this as yellow behaviour. In this instance, the member of staff will speak to the learner on a one-to-one basis, and ask them to stop displaying this behaviour. Learners are then given the time and opportunity to change this behaviour.

**Purple Behaviour** - If a learner continues to display antisocial behaviours, the teacher may now deem this as purple behaviour. In this instance, the member of staff will speak to the learner on a one-to-one basis and ask them to stop displaying this behaviour. Learners will then spend a period of their playtime with their teacher reflecting on their behaviour through restorative practice.

All purple behaviour must be recorded on My Concern.

### **Red Behaviour**

An incident of serious antisocial behaviour, or when a learner displays ongoing low-level antisocial behaviour, is deemed as red behaviour. In this instance, the member of staff will speak to the learner on a one-to-one basis and inform them that this is red behaviour. Learners will then spend their lunchtime with a member of the senior leadership team reflecting on their behaviour through restorative practice.

All red behaviour must be recorded on My Concern.

### **Red Behaviour Process:**

- Parents are informed via letter/phone call
- Red behaviour letter photocopied and given to member of senior leadership responsible for red behaviour duty that day
- Reflection sheet (Appendix A) completed by member of senior leadership and learner
- Learner discusses Reflection sheet before returning to afternoon lessons
- Red Behaviour letter, Reflection Sheet and outcome added to My Concern

Playtimes will be spent with the class teacher.

### **1<sup>st</sup> Red Behaviour Incident**

- Red behaviour is given to the learner. The member of staff should record all

information around the incident on My Concern so that everyone is clear as to the nature and seriousness of the incident.

- The learner spends their playtime reflecting on the incident with their class teacher. The learner then spends lunchtime completing a restorative activity whilst being supported by the member of SLT on lunchtime duty.
- The class teacher will inform the parents either by phone, in person or by letter. There will be a standardised letter available for the staff to complete (Appendix B).

### **2nd Red Behaviour Incident**

- Red behaviour is given to the learner. The member of staff should record all information around the incident on My Concern so that everyone is clear as to the nature and seriousness of the incident.
- The learner spends their playtime reflecting on the incident with their class teacher. The learner then spends lunchtime completing a restorative activity whilst being supported by the member of SLT on lunchtime duty.
- The class teacher will inform the parents either by phone, in person or by letter. There will be a standardised letter available for the staff to complete (Appendix B).
- As this is the second red behaviour incident, a restorative activity will also be sent home for the learner to complete with their parent/carer.

### **3rd Red Behaviour Incident**

- Red behaviour is given to the learner. The member of staff should record all information around the incident on My Concern so that everyone is clear as to the nature and seriousness of the incident.
- The learner spends their playtime reflecting on the incident with their class teacher. The learner then spends lunchtime completing a restorative activity whilst being supported by the member of SLT on lunchtime duty.
- The class teacher will inform the parents either by phone, in person or by letter. There will be a standardised letter available for the staff to complete (Appendix B).
- The learner is supported by a Therapeutic Behaviour Plan for five consecutive days. Through this report (Appendix C), staff are able to record and support the learner in displaying prosocial behaviours.
- The class teacher will inform the parents that the learner is being supported by a Therapeutic Behaviour Plan and they will be asked to come to school to discuss the situation.
- The Therapeutic Behaviour Plan is monitored daily by members of the Senior Leadership Team.

### **4th Red Behaviour Incident**

- Red behaviour is given to the learner. The member of staff should record all information around the incident on My Concern so that everyone is clear as to the nature and seriousness of the incident.
- The Executive Headteacher/Head of School will inform the parents either by phone, in person or by letter. There will be a standardised letter available for the staff to complete (Appendix B). Parents will be asked to come to school to discuss the situation.
- The learner will follow an Enhanced Programme of Support (Appendix D) with the Executive Headteacher/Head of School to facilitate them to display more



prosocial behaviours. This programme will be designed by the Executive Headteacher/Head of School/SENCO, and will be adapted to the needs of the learner and the antisocial behaviours displayed in the incident(s).

## **G – STAFF EXPECTATIONS**

Staff will treat each learner and behaviour incident on an individual basis. Staff will analyse and not moralise behaviour, in order to understand and interpret it. Staff will be non-judgmental and ensure that the voices of all children is heard. Staff will engage with learners in learning about the effects of their actions, and work restoratively with learners to ensure can work towards more prosocial behaviours.

## **H – ALTERNATIVES TO BEHAVIOUR MANAGEMENT**

### **SEND Learners**

At Grovelands Community Primary School, we recognise that some learners with persistent behavioural difficulties may need a personalised behaviour and consequences chart, with specific, smart targets and rewards/consequences for a limited period of time. At times, parents may be called into school to go through the incident with the learners and management staff.

### **Early Years**

Behaviour is understood as an emotional response to how learners are feeling. During times when learners are struggling to manage emotions, staff encourage and direct learners to spend time to reflect upon behaviour choices; learners use a 'thinking chair' and a sand timer to support this process. Careful use of language and verbal responses are used to promote self-esteem and assist in developing learner's understanding that they can change their behaviour, whilst maintaining a positive attachment to familiar adults. Staff enable the learners to develop strategies to self-regulate using mindfulness techniques such as 'belly breathing' and learning parts of the brain. In Reception, all staff use a system known as an 'engagement jars' which strengthens and enables all learners to become part of a collaborative process, which celebrates success, positive choices and learning behaviour.

## **I – RECORD KEEPING**

A red behaviour letter should be sent home to the parents/carers. It is essential records of the incident/s and restorative practice are recorded on My Concern.

## **J - EXCEPTIONAL CIRCUMSTANCES AND EXTREMELY CHALLENGING BEHAVIOUR**

Some behaviours exhibited can be more challenging. Our response to harmful behaviour should be set in the context of Therapeutic Thinking cool down, repair, reflect and restore.

Responses to these behaviours will aim to de-escalate the behaviour and may include:

- Positive phrasing
- Limited choice

- Disempowering the behaviour
- De-escalation
- Consequences – if required

There are also members of staff at Grovelands Community Primary School who are trained in Restrictive Physical Intervention to support learners who exhibit challenging behaviour. This level of intervention will only be used if the learner is deemed to be a danger to themselves, other learners, staff or damage to property.

#### Discrimination, Racial abuse and / or gender abuse

In the event of an incident regarded as discrimination, racial abuse or gender abuse, the following consequences may be used:

- Incident recorded on My Concern
- Parents are always informed about the incident
- Red Card
- Fixed term exclusion/ Permanent Exclusion

#### Violence and Physical Aggression

In the event of a violent or physically aggressive incident, the following consequences may be used:

- Exit from classroom
- Red Card
- Repair, reflect, restore discussed with an adult
- Parent / Carer notified
- Recorded on My Concern
- Behaviour letter
- Internal exclusion
- Fixed Term/Permanent Exclusion

#### Reflect, repair and restore

Once the learner is calm, relaxed and reflective, the experience can be re-visited with an adult. The adult will re-visit the experience by re-telling and exploring the incident with a changed set of feelings. The adult may ask the learner questions to:

- Explore what happened? (tell the story)
- Explore what people were thinking and feeling at the time?
- Explore who has been affected and how?
- Explore how we can repair relationships?
- Summarise what we have learnt so we are able to respond differently next time?

It is possible that there may be circumstances where careful adherence to the Promoting Positive Behaviour policy and guidelines has failed to be effective.

Such cases will be treated on an individual basis. Staff and outside agencies will work together to modify behaviour. It will be the responsibility of the class teacher to keep all staff informed and My Concern updated of the strategies adopted so that consistency in response is assured.

The following strategies to promote prosocial behaviour will be considered:

- Meeting of all involved, including parents / carers, to draw up Therapeutic Behaviour Plan. This to be reviewed regularly
- Designation of a member of the Senior Leadership Team to be the first point of contact in exceptional circumstances
- Extra one to one support, if possible
- SEND staff and class teacher to plan appropriate differentiated work
- Extra training for staff
- Application for an Education, Health Care Plan in the longer term, if appropriate
- Regular liaison with parents/carers
- Home - school books
- Lunchtime Provision
- Assess a learner's needs in response to the Special Educational Needs Code of Practice, as set out in the Grovelands CP School local offer and complete an SEND matrix review to inform adjustments and interventions.

## **K - CRISIS MANAGEMENT**

Written guidelines cannot cover every eventuality, and the professional judgement of individual staff will always be critical in assessing the risk factors inherent in a given situation.

Information and advice on judging risk and taking acceptable, safe action is found in the school policy on Physical Contact and Restraint. This school uses the 'Team Teach' approach in exceptional circumstances and training has been provided onsite. If positive handling is required, staff complete a Positive Handling Form, and inform parent/carer the same day.

In addition the school agrees that:

- Members of the Senior Leadership Team are available to help in a crisis
- If a learner leaves the school premises without permission the Executive Headteacher or Head of School is informed. They will confirm that the learner is not in the school or the grounds. The police will be contacted, and the parents will be informed immediately.
- In extreme circumstances if a learner acts violently in a lesson, endangering others and cannot be controlled, the teacher should ensure the safety of the other learners and themselves.

This may involve:

- Sending a child for help from other staff
- Issuing instructions for the learner to stop, clearly using their name
- If circumstances allow, removing the learner from the area where they are causing disruption and only restrain the learner in line with the Guidelines on Physical restraint (policies are kept in staff hand books and in the 'School Policies' file in the staff room)
- If necessary taking the class out of the room, leaving the learner with an adult
- Reassuring the class afterwards

It is acknowledged that at these extreme times, staff cannot guarantee the health and safety of the learner concerned. They will use the strategies outlined to ensure

as far as possible the safety of other learners and themselves. The power to use **reasonable, necessary and proportionate** force (in line with Team Teach training) will only be used when all other de-escalation options have failed, and the learner's actions are a high level of concern for the safety of themselves, others or damage to property.

## **L - EXCLUSION**

The school follows the DfE and ESCC guidance. Only the Executive Headteacher and Head of School can exclude a learner from school. Exclusion should not be decided in the heat of the moment although a rapid response can be made if there is an immediate risk to the safety of others in the school or the learner concerned.

A decision to exclude a learner will be taken if:

- the learner seriously breaches the school behaviour policy in a violent way
- a range of alternative strategies have been tried and failed
- If allowing the learner to remain in school would seriously harm the welfare of the learner, other learners, or staff

Exclusion can be in response to a single very exceptional incident or more usually as a result of a number of incidents growing in seriousness over a period of time.

Before reaching a decision the Executive Headteacher/Head of School will:

- Consider the written evidence. If there is doubt that the learner actually did what is alleged the learner will not be excluded.
- Allow the learner to give their version of events.
- Check whether racial, sexual or other forms of harassment provoked the incident and take these into consideration.
- If necessary consult others.

The class teacher of an excluded learner is required to set and mark work for the duration of the exclusion period in line with the DfE recommendations. Fixed term exclusions cannot exceed 15 days in a single block and 45 days in a school year. In any event after 6 days of exclusion the learner is required to follow an education programme at a school.

## **M - SEARCHING AND SCREENING**

Grovelands School adheres to guidance from the Department for Education 2018. The Senior Leadership Team have a statutory power by law to search learners or their possessions, without consent, where they have reasonable grounds for suspecting that the learner may have a prohibited item.

Prohibited items are:

- Knives
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks

- Pornographic images
- And any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (include the learner).

Staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

Schools can also search with learner's verbal consent for any item under common law. Schools are not required to have formal written consent from the learner for this sort of search – it is enough for the teacher to ask the learner to turn out his or her pockets or if the teacher can look in the learner's bag or locker and for the learner to agree. Any banned or prohibited items found will be confiscated and any sanctions will follow the schools behaviour policy. Department on the items confiscated these will be returned to the parents of the learner.

## **N – SAFEGUARDING**

Repeated extreme behaviour is a safeguarding concern. Depending on the situation and the circumstances, we draw on advice from the County Council's Safeguarding Team, Children's Services and their behaviour service (ESBAS), and where necessary the police. We have a Duty of Care and are statutorily obliged to discuss any concerns of a safeguarding nature with Children's Services and to report any racist or hatred-based comments and online safety incidents as well as any exclusions to East Sussex County Council.

We cannot and will not communicate any sanctions or actions taken with other parents /carers.

Appendix A  
Grovelands School Learner Reflection Sheet

1.

What happened? Write or draw what happened



2.

What were you thinking about at the time? Write your thoughts in the thinking bubble.

What have your thoughts been since the incident? Write them in the thinking bubble.



How did it make you feel? Draw your facial expression

Who do you think has been affected by your actions? In what way have they been affected? Write down who was affected in the body outline and label how they were affected. You can also draw their facial expression.



What do you need to do now to make things right? Write in the speech bubble.

5.

**APPENDIX B – LETTER TO PARENTS/CARERS**

Dear Parent/Guardian

I would like to inform you that today.....received a red behaviour. This is the 1st/ 2nd/ 3<sup>rd</sup> red behaviour received this term.

..... was given a red behaviour because .....

.....

.....

I trust that you will explain the importance of displaying prosocial behaviours, as we have done today. A copy of them in a school context is on the back of this letter.

Thank you for your support in this.

Yours sincerely,

Class teacher

**Please complete and return to your learner's teacher.**

I have received the letter from School today concerning the red behaviour.

I would/would not like to make an appointment to see the class teacher to discuss this.

Learner's name: ..... Class.....

Signed ..... (Parent/Guardian)

Appendix C  
Therapeutic Behaviour Plan for

.....

Class..... Date.....

Day	Session 1	Session 2	Session 3	Session 4	Session 5
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

Please initial & date each session throughout the week giving a "rating" of prosocial behaviour being displayed from 0 - 5, where 0 is few prosocial behaviours and 5 is lots of prosocial behaviours. Please send the learner with their card to see the Executive Headteacher or Head of School each day.

Prosocial behaviours include:

- Sharing
- Taking turns
- Saying kind words
- Being helpful
- Putting my hand up to speak
- Listening carefully
- Trying hard with my work



Appendix D

Example Enhanced Programme of Support

<b>Incident: Physical Aggression</b>	
<b>Programme Stages</b>	<b>Suggested Resources</b>
Reflection: Reflecting on the incident	<ul style="list-style-type: none"> <li>• Discussion with SLT</li> </ul>
Restorative Practice: Reflecting on how this incident made other people feel	<ul style="list-style-type: none"> <li>• Nurture Group Empathy activities</li> </ul>
Exploring: Examining the links between behaviour and emotions	<ul style="list-style-type: none"> <li>• Zones of Regulation Work</li> <li>• Tripart Brain Model</li> <li>• Big Bag of Worries Book</li> </ul>
Learning: Examining what I could do differently next time	<ul style="list-style-type: none"> <li>• Modelling de-escalation techniques</li> <li>• Exploring cool down strategies</li> </ul>
Moving Forward: Considering what I need to do to move on from this incident	<ul style="list-style-type: none"> <li>• Sorry card/letter</li> <li>• Writing a plan of what I can do if I begin to feel cross</li> </ul>