



**The Grange
Therapeutic School**

GP05 PROMOTING GOOD BEHAVIOUR

Please read with school guidance documents GP05(a) Management of Behaviour policy and GP05(b) Restrictive Physical Intervention Guidelines policy.

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1. Statement of Principles, Values, Aims and Objectives

At The Grange Therapeutic School we aim to promote positive social, emotional and behavioural change in our pupils through a supportive and consistent approach across education and care based on the needs of our pupils. Our behaviour management strategy is based on holistic approaches and the therapeutic belief that all people have the capacity for growth and development no matter what their ages or life experiences and that behaviour can change.

The Grange Therapeutic School admits vulnerable pupils who experience social, emotional, communication difficulties and associated challenging behaviours. Many of our pupil's exhibit and display behaviours that act as barriers to learning and inclusion. An integral part of our holistic strategies is to overcome these barriers. We aim to provide a consistent and well supervised environment where pupils feel safe and secure and reach their potential through positive relationships.

We need to prepare the pupils to be able to function successfully in education and work on leaving us and to be able to create their own happy and healthy families if/when they choose. Many of our pupils have significant barriers to this due to their past trauma/ experiences, SEN need and diagnosed mental health conditions. This challenge requires a nuanced, individualised approach based on promoting growing independence and responsibility. This way of working is therapeutic in nature, underpinned by attachment & neuroscience. This works alongside educational outcomes ensuring that pupils are able to meet their full potential socially and academically.

This is a vital part of our aim: "discover potential, enjoy success, prepare for life".

2. Principles and Values that Underpin this Policy

The policy, practice and procedures aim to reflect and demonstrate the importance of the school's commitment to promoting the entitlement of pupils to the highest quality of education, care, health and therapy. The philosophy and ethos of the school reflects acceptance and respect for all pupils irrespective of their age, religion, disability, ethnicity, sexual orientation, gender identity and gender re-assignment or immigration status and includes a clear set of values that are seen to be important within the school and wider community, they are as follows:-

- To value each other and our community
- To listen to each other and ask for help when we need it
- The promotion of mutual respect, acceptance, trust and honesty
- To develop and encourage self-confidence, self-worth, self-discipline and ultimately independence
- To proactively manage and de-escalate challenging and unacceptable behaviours
- To implement holistic, integrative and consistent approaches which promote positive behaviour, develop children and young people's understanding and manage behaviour fairly, effectively and encourage young people to achieve their potential
- To establish and consistently apply clear and obvious boundaries, to ensure children and young people's safety, security and well-being
- To work in partnership with all stakeholders, to promote good behaviour
- To apply rules reasonably and fairly, to use sanctions effectively and proportionately in relation to the age, needs and ability of the child or young person, or any religious requirements affecting them

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- To develop and reinforce the principles of good citizenship, including the fundamentals of British Values of democracy, the rule of law, individual liberty, and a mutual respect and tolerance for those of different faiths and beliefs
- Corporal punishment is illegal in all circumstances.

3. The Objectives of this Policy

- To set out clearly how our principles and values can be translated into effective everyday actions
- To protect all the community from discrimination based on protected characteristics
- To provide clear guidance and support to all staff
- For staff to provide leadership and positive role models to pupils
- To promote good behaviour and make positive change for our pupils, setting them clear and achievable goals
- To expect the highest standards of educational attainment and achievement, through the development of acceptable standards of behaviour and conduct
- Pupils should be assisted to show respect, tolerance, empathy and understanding and to demonstrate through their daily actions, a clear understanding of what is right and wrong
- To help pupils to work with the knowledge of their rights, and be encouraged to recognise and respond to their responsibilities
- To develop and implement, co-ordinated and cohesive practices and procedures between home and school
- To regulate the behaviour and conduct of pupils
- To prevent bullying and peer on peer abuse
- To comply with the Independent School Standards

This statement should be read alongside key policies;

- Curriculum
- Teaching and learning, including SMSC
- Safeguarding
- Anti-bullying
- Equality and diversity
- Managing allegations against professional staff
- Health and Safety, e.g. risk assessments, first aid and educational visits
- E-Safety
- Exclusion Policy

3.1 Review

This policy is subject to review every 2 years, or at times when there is a significant change in national guidance or good practice.

4. Headteacher Responsibilities and the Legislative Framework

The Headteacher of The Grange Therapeutic School will set out measures in this policy, which take into account the principles, values and objectives identified above and act within the legislative framework. The Headteacher must decide on the standards of behaviour expected and strategies to

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teach good behaviour, and determine the rules and any disciplinary penalties for breaking them. The Headteacher will also consider measures and strategies to manage the following;

- Pupils behaviour, attitude and conduct outside of school, e.g. transport and educational visits
- The screening and searching of pupils
- The power to use reasonable force and other physical contact
- Working with other local agencies to assess the needs of pupils who display continuous disruptive behaviour
- To have in place an effective Safeguarding policy and procedures
- To have in place an effective anti-bullying policy
- To make this policy available on the website
- Support and pastoral care for staff accused of misconduct
- Clear guidance to all staff with regards to their responsibilities to manage pupils positively and have the power to discipline where pupils misbehave either in or outside school.

The legislative framework and guidance Headteachers are required to consider;

- Education and Inspection Act 2006
- DfES Creating Positive environments where children can flourish (2021)
- The Education Act 2002, Section 175
- Education (Independent School Standards) (England) Regulations 2010 (Amended) (England) Regulations 2019
- EU Convention on the Rights of the Child 1989
- Equality Act 2010
- The Human Rights Act (1998)
- OFSTED Summary Report – Managing Challenging Behaviour (2005)
- DfES Guidance The Use of Force to Control or Restrain Pupils 2007
- DfES Guidance on Use of Reasonable Force (July 2013)
- DfE Advice to Headteachers and School Staff; Behaviour & Discipline (2014)
- DfE Advice to headteachers and school staff: Behaviour and discipline in schools (January 2016)
- UK Gov Reducing the Need for Restraint and Restrictive Intervention (2019)

5. Creating a Positive and Structured Environment

The principle function of The Grange Therapeutic School is to provide a safe, secure and caring environment where expectations and achievements are high and pupils realise their full potential in all areas of their development; academic, physical, emotional, spiritual, moral, social and independence. In order to create an environment in which pupils feel safe and secure and in which

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there is an ethos of achievement through endeavour it is essential that there is nurture, care and support balanced with good order and discipline.

We aim to promote politeness, courtesy and respect between all members of the Grange Therapeutic School community, adults and children. It is important that all adults model appropriate social interactions and problem resolution at all times.

Whilst the principles and procedures contained in this policy document will be applied equally to all pupils, each pupil at The Grange Therapeutic School is an individual and will be at different stages of intellectual, physical, social, emotional and moral development. We will therefore use rewards, consequences and behaviour plan as appropriate to the unique individual needs of each pupil. This reflects the whole ethos of the school in treating pupils as individuals and tailoring our work to meet individual needs through Individual Education/Behaviour Plans.

In the Lower School there is more emphasis on structure – designed to provide certainty for pupils and reassurance. As pupils progress through the Upper School they gain more choice but more responsibility for their choices. This is to prepare them for college and other destinations.

The main emphasis at The Grange Therapeutic School is not on making and enforcing rules but rather on creating an ethos of respect and consideration for others and an environment where people help and support each other. Where rules are in place they are designed to promote a positive teaching and learning environment; to ensure health, happiness and safety of the pupils; or are related to consideration for themselves and others.

Staff will intervene and apply consequences or sanctions in circumstances where a young person's behaviour is likely to prejudice a positive teaching and learning environment; the health and safety of the pupils and adults; or show lack of consideration for others and impact on their learning.

The school primarily seeks to create a warm and caring environment where pupils learn to trust adults. In order to provide security for individuals and the school to promote personal development, pupils need to develop an appreciation of the limits on their behaviour set by society and their community.

Pupils need to understand the implications for breaching these limits. A clear framework of authority facilitates the development of inner self-discipline and maturity. As maturity or responses develops a greater diversity of trust, independence and autonomy should be possible. Informed choices are more probable. A carefully structured environment is fundamental in bringing this about.

Well planned teaching and learning should encourage acceptable behaviour within a formal learning situation, facilitating achievement and raising pupils' self-esteem and self-confidence.

6. Relationships

The principle reward and encouragement for any pupil is the positive attention and frequent expression of approval and support by the adults around them. The progress and development of

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pupils principally relies on the positive relationships they develop with significant adults in their lives. The Grange Therapeutic School encourages good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils.

Pupils will test and challenge relationships, therefore adults responsible for them require the ability to sensitively, firmly and confidently manage the adult/pupil relationship. Empathy, trust and consistency are all important in building relationships and influencing pupils in making appropriate choices about their life and development.

Equally important is the expectations adults have of pupils, which should be regularly explained and reinforced, in relation to their behaviour, learning, personal and social development.

Target setting is a useful tool to involve the pupil, develop their understanding and facilitate positive engagement. Adults need to assess and evaluate the developmental phase the pupil is functioning at to communicate, rationalise and provide guidance through the relationship to move the pupil on in developing social responsibility.

7. Supporting pupils with SEMH, attachment difficulties, PTSD, anxiety and ASD.

Pupils with social, emotional and communication needs are more likely to exhibit behaviours which challenge those around them and the settings which educate and care for them. One of the reasons for this is that these pupils generally experience much greater difficulty in expressing their feelings, needs and choices.

The Grange Therapeutic School adopts the following general approaches to reduce the likelihood of such behaviours occurring or developing:

- Teaching and learning that is outstanding or at least consistently good
- A curriculum that meets the needs and ambitions of the pupils
- Coaching and mentoring through the Behaviour Mentor team especially post incident reflection
- The use of restorative practice
- Teaching and learning that is relevant, differentiated to meet the needs, aptitudes and abilities of the pupils
- The opportunity to make meaningful choices and reflect on those choices
- Careful attention to physical, sensory and emotional needs
- Experiences and activities which are appropriately stimulating
- Consistent and careful management of the environment, including the setting conditions and triggers for behaviours
- Warm and caring relationships with adults and their influence and impact
- Structure, predictability and consistency in daily routines
- Clear and explicit boundaries and rules within the learning environment
- Regular explanation of the rules and expectations
- Clear warnings to pupils that their behaviour is a cause of concern

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- Rewards and sanctions consistently and fairly applied in line with the policy

Pupils and staff are supported in managing and reducing challenging behaviour by the Therapy Team. The work of the staff team is co-ordinated through the Senior Leadership Team, and is subject to regular review and monitoring.

All school staff are all trained in the principles of therapeutic parenting as part of their induction. There is also regular further training in therapeutic approaches for staff, including the use of PACE (as outlined by Dr Dan Hughes) and specific approaches tailored towards individual pupils through focused ITAC (Individual Team Around the Child) meetings which are attended by staff from education, care and therapy.

Pupils who have a trauma background, ASD, anxiety and attachment difficulties will often struggle with their feelings and emotions when there is change. As a school we will try to ensure they are aware of any changes in advance via tutors or calls to parent/carers and where possible not place them on new situations without warning. The added pressure placed on staff absence due to Covid has made this more challenging however the school will not use unfamiliar agency staff for day to day cover unless the intention is to take the member of staff on permanently or they are covering a long term absence ie maternity leave.

Restorative practice is used regularly. This is an opportunity for pupils to develop their communication skills, to understand the impact of their actions and develop empathy towards others. It can also help them to understand that the way they perceive events is not the way events are seen by others and to start to understand the points of view of others. In some cases CCTV maybe used when pupils reflect on incidents.

8. Pastoral Support

The School endeavours to provide support for pupils that enable them to achieve academically, socially and personally. Systems of support include the Form Tutor, Behaviour Mentoring Team, Teaching Assistants and members of the Therapy team. The Pastoral Manager works with all staff, with a clear focus on changing particular aspects of a pupil’s behaviour. This can also take the shape of specific behavioural plans. Home/school liaison can be provided by all staff. This liaison is a key feature in promoting consistency of approaches, parental support and agreed actions.

When the school considers the behaviour under review gives cause to suspect that a pupil is suffering, or is likely to suffer, significant harm, the school staff should follow the school’s safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school will consider whether a multi-agency assessment is necessary.

9. The Use of Restrictive Physical Intervention (RPI) at The Grange Therapeutic School

Many of the pupils at The Grange Therapeutic School display a variety of challenging behaviours which result in a range of strategies, including RPI being used in order to reduce risk. Staff are encouraged to adopt different methods of de-escalation via appropriate training and the promotion of positive relationships throughout the school. By doing this we wish to create an environment whereby all parties are kept safe but that also encourages pupils to be involved in the process of being reflective about their behaviours.

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The organisation (Acorn Care and Education) uses CI (formerly MAPA) as a preferred method of RPI as approved by The British Institute of Learning Difficulties. Members of staff have the power to use reasonable force to prevent pupils from;

- Committing a criminal offence.
- Injuring themselves or others.
- Damaging property.
- Prejudicing the good order and discipline within the classroom

RPI involves a proportionate degree of force where a pupil is showing an increased level of risk to themselves or others. At The Grange Therapeutic School the use of RPI is always used as a last resort where other means of de-escalation are unsuccessful and where the degree of risk has been appropriately assessed. The use of RPI as a strategy in the event of a situation that involves elevated risk will always be determined in reference to:

- The seriousness of the incident
- The relative risks arising from using a physical intervention compared to an alternative strategy.
- The age, needs, culture, background, gender, stature and medical history of the pupil
- The application of increasing or decreasing force in response to the pupil’s behaviour.

All of the above would be considered through Risk Assessment and Behaviour Planning, and subject to regular review and monitoring.

10. Rewards and Sanctions

Rewards and Sanctions form part of the School’s Behaviour Policy practices and procedures. Rewards should reinforce positive behaviour or recognise a good achievement across all learning environments. Sanctions should be consistently applied and explained to deter unacceptable behaviour.

REWARDING SUCCESS

Staff should adopt a positive approach to improving pupil behaviour. Such an approach must focus on rewarding effort, developing positive relationships and to help build pupil’s self-esteem. At The Grange, staff help to create an ethos of “Positive Achievement” in the following ways:

- a. Personal praise and reward
- b. Sharing an individual’s success in daily Education briefing
- c. Celebrating success in school assemblies
- d. Displaying pupil’s work – classroom, school displays, website
- e. Informing parents and carers of an individual’s success
- f. Celebrating individual achievement of learning and behavioural targets
- g. Pupil’s keeping personal records of achievement
- h. Extra trust, responsibilities and privileges can be earned in school and care houses

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- i. The school will reward pupils who display positive behaviour by working towards an individual reward. Each credit is worth a penny and when they achieve their chosen reward, this will be processed and awarded to the individual pupil.
- j. Weekly 'Form of the Week' and 'Improved Form of the Week' are achieved in every Credits Assembly to promote team work. Both tutor groups achieve £5 each.
- k. Form Tutor's and class Teaching Assistant's also talk about their whole class and the positive behaviours they have displayed throughout the previous week, as well as awarding a particular pupil within their tutor group a certificate for outstanding/improved behaviour.

In addition, pupils are able to earn Credits during the school day issued by all Education staff. Pupils are rewarded in the following ways through this system. The system that runs during the school day whereby pupils are able to earn credits. These credits are counted at the end of each school week and, depending on the amount of credits earned, pupils can choose from a variety of activities that run every Friday afternoon.

How does the credit system work?

- A maximum of eight credits can be earned in each lesson: 4 for **Behaviour** and 4 for **Achievement**.
- Credits are discussed with each pupil at the end of each lesson.
- Bonus credits are awarded for either exceptional levels of behaviour and/or achievement or acts of kindness to either other pupils or members of staff.
- Credit scores are added up every Thursday afternoon and activities are allocated to each pupil on Friday lunchtime. This is dependent on their choice of activity and their overall credit score.
- A range of activities are offered every Friday afternoon that caters for all pupils needs and interests.
- Pupils discuss with Form Tutors about an individual reward that they would like to work towards. When they achieve their target, they will then speak to Jack Johnson, Behaviour Mentor, who will then process their reward.

11. Unacceptable Behaviours and sanctions

UNACCEPTABLE BEHAVIOUR includes:

- Physical assaults
- Verbal abuse
- Play fighting
- Bullying and intimidation
- Discrimination and prejudice towards age, ability, gender and gender identity, race, sexual orientation or religion
- The intentional disruption of lessons will not be tolerated. All pupils are entitled to learn in their lessons; pupils preventing learning will face consequences
- Smoking including vaping is not permitted anywhere on the school site and will be treated as a serious breach of the school code of conduct. We request that pupils do not bring anything to do with smoking or vaping into school.

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- The use of pupils' own mobile phones and electronic devices is prohibited in school; all equipment should be handed in on arrival at school for safe keeping during the school day.

CONSEQUENCES and SANCTIONS

The age, needs and abilities of the young person should be considered when applying sanctions. Staff must act reasonably, fairly, consistently and proportionately when administering a sanction. Staff should also evaluate the risks or special circumstances when administering a sanction.

The school will apply the following sanctions for breaches of the school's standards of expected behaviour and for displaying any of the unacceptable behaviours listed above. The school will always consult parent/carers and local authority representative if any of the following may have to be considered and will attempt to be as supportive as possible during the exclusion process including regular communication with parents/carers and providing appropriate work for the young person.

Initial consequences or sanctions that all education staff can apply:

- Verbal reprimand/correction
- Apology/reparation
- Reparation of damage
- Time out away from the main group
- A restriction for more serious issues, usually disrupting other pupils
- Pupils are restricted to a certain area for a period of time i.e. the pastoral room. This can be used as 'Internal Exclusion'
- Restrictions or removal from organised activities
- Supervised break/lunch - Pupils will stay in class and are provided with an opportunity to complete work and/or discuss behaviour
- Daily monitoring of behaviour via an agreed behaviour report
- Catch-up with missed or incomplete work.

'Catch up' or Internal Exclusions

What is Catch Up?

It is a very simple system that we have in place to provide an opportunity for pupils to catch up on any school work that they may have failed to complete during the education day. This is very important as the most vulnerable pupils can fall behind very quickly and lose the continuity of learning.

How does Catch Up work?

- Any pupil who has no valid reason for not attending or who removes him/herself from a timetabled activity will be expected to catch up any work missed
- Catch Up will take place in an allocated classroom/pastoral room
- The member of staff responsible for the pupil will be responsible for providing the work to be completed and should (where necessary) assist the pupil with the work
- Supervised break and lunchtimes may be used for pupils to complete missed work
- If a pupil is required to attend an after school catch up session his/her parents/carers will be informed
- Details of any pupil who attends a Catch up session must be recorded on the Sleuth recording system.

Internal Exclusion - Inclusion

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This is a period of reflection for a pupil away from the classroom to an area where s/he can be supported by staff to complete work and to prevent his/her behaviour causing a serious disruption to the school. This is supported by Behaviour Mentors and involves reflective conversations but is not seclusion.

Consideration of Fixed Term Exclusions

The Headteacher will consider applying fixed term exclusions for continuous breaches of the following unacceptable behaviours: -

- Bullying and intimidation especially if based on protected characteristics
- Sexualised behaviour that puts others at risk of harm – including their mental health
- Persistent infringement of the non-smoking rule
- Persistent infringement of racist abuse/language
- Persistent infringement of criminal damage
- Persistent health and safety issues e.g. unsafe travel in transport to and from school, unsafe behaviour during the school day including serious violence

Explanation of racism and discriminatory behaviour letters

There is a zero tolerance with racism and discriminatory behaviour in line with our British Values here at The Grange Therapeutic School. Letters will be sent home as part of our behaviour management towards these types of behaviours, in order to prepare our pupils for society. These are as follows:

- 1st letter – Parental Support
- 2nd letter – Final Warning Given
- 3rd letter – Fixed Term Exclusion
- 4th letter – Police Intervention

These letters reset at the end of every term.

A similar system is used for criminal damage where the damage is over £100.

There is a degree of discretion used – for example for a pupil who is in emotional distress and breaks something may not receive a letter.

Consideration of Permanent Exclusion

- Persistent violent physical assault on another individual that causes actual bodily harm
- Persistent use of alcohol or prohibited drugs
- Knowingly bringing weapons onto the school site with an intent to harm others.

Considerations of Police involvement -

The Senior Leadership Team only are permitted to sanction Police involvement on the site of the school. Staff are entitled to consider police involvement but should inform and consult with the SLT before pursuing such action.

The school monitors sanctions for effectiveness of use and seeks pupil comment through sanctions records.

Police involvement will be organised by a member of SLT if pupils persistently infringe the racism/discrimination and/or criminal damage rule. This is not to criminalise the pupils but to ensure

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the pupils are aware of their on-going behaviour and the importance of what will happen if displayed outside of the school environment.

Support after exclusion or concerning behaviours:

A Personal Individual Plan or reintegration meeting can be used to monitor concerns after a period of exclusion or concerning behaviour. We initiate a meeting between school, pupil, and the pupil's parents/carers that sets limits for pupil behaviour, rewards good choices, and outlines consequences for poor choices.

We focus on 1-3 particular behaviours that we would like to see change, how staff can support that change. Our aim is to take steps toward improvement so that it feels more "do-able" to the pupil. We emphasise that the parent, pupil, and school are all part of the same team. Good school-to-home communication helps significantly with progress with pupils. The pupil is asked for input which encourages him to connect into the process even further.

Teachers are consistent with the pupil in the classroom, adhering to the wording of the behaviour plan, emphasizing the positives that come along with good behaviour choices and encouraging the pupil to get used to new habits of good behaviour.

The school will make every attempt to promote positive behaviour. The school hopes that by promoting positive behaviour all pupils will access the wide range of rewards and incentives available.

12. Mobile Phones

Pupils are encouraged on arrival to school to hand the electronic devices into the behaviour team. However, due to the long distance many pupils travel to The Grange each day, it is understandable that pupils have their mobile phones/electronic devices with them. It is also understood that these items may be an item of safety for some of our pupils and that it can be difficult for them to be without this for duration of the day. In order to support our pupils with regulating their emotions, in some cases pupils may keep their electronic items on their person (or in a designated safe place). This is done on a case by case basis and is regularly monitored. If these devices become disruptive to the pupil's learning or pose a safeguarding risk due to their misuse, then appropriate measures will be taken to reduce these risks.

13. School uniform

The wearing of school uniform is encouraged however pupils doing offsite activities or trips are not expected to wear uniform. The school also understands that some pupils have sensory needs and certain fabrics can cause irritation. The priority for the school is that pupils feel comfortable in school and perform to the best of their abilities. They will gain additional credits for wearing uniform but not be sanctioned for not wearing uniform.

12. Expected Standards of Pupil Behaviour

The Grange Therapeutic School will provide clear behaviour guidelines to Pupils and Parents, with regards the Schools expectations. The school sets high standards of behaviour from pupils both in and out of school, the following is a code of conduct for pupils:

School code of conduct

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1. **Show tolerance and respect towards all people**
2. **Respect the school and other people's property.**

Every pupil will be expected to follow the classroom expectations as set out below:

Ready to Learn (displayed in each learning area)

Teachers will expect you:

- To arrive to the lesson on time
- To work where the teacher asks
- To settle quickly to your starter activity
- To contribute positively to the lesson
- To not disturb the learning of others.

You will expect your teacher:

- To be in your classroom to greet you as you enter on time
- To have a starter ready for you
- To seat you where they think you will make the most progress
- To prepare your lesson so that you are able to make progress
- To award credits at the end of the lesson
- To give consequence to those who disturb your learning.

Consequences for Residential pupils in care houses

1. **Restriction from activities/time away from the group**

The pupil is restricted from joining in with an organised activity on the house or a particular outing off-site. This can also be for a quiet time away from the group with alternative activities being offered, so the pupil can use this time to reflect on their difficulties or behaviour without the distraction of others or when a pupil's behaviour is becoming detriment to the good order and conduct of the care group.

2. **Restriction of privileges**

This means any privileges earned can be temporarily or permanently removed, for example any paid jobs or activities outside of the main routines. This can also mean a pupil's free time can be supervised by a member of staff, for example older pupils can will be supervised on activities where they would normally have some independence. Another example is the removal of school equipment such as TV's or DVD players from bedrooms for a set time period.

Care staff are to record all sanctions given in the care houses in the house sanctions book. These records will be reviewed termly by Senior Care staff.

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