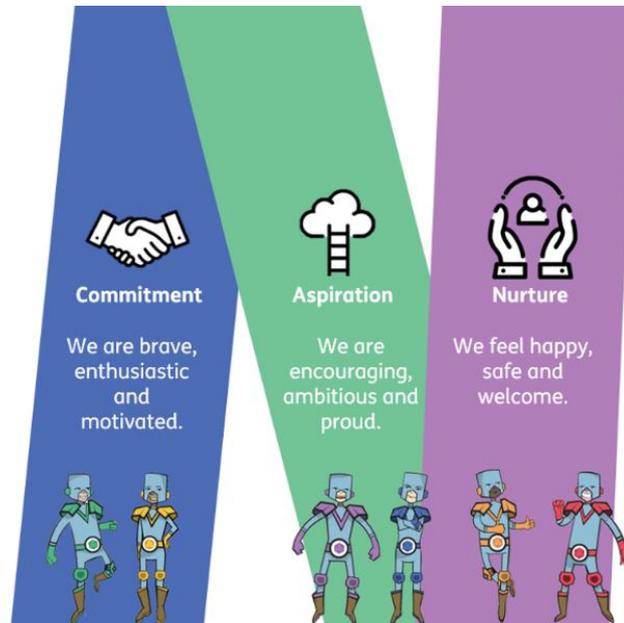




Friday 4<sup>th</sup> December 2020

**Dear Parents and Carers**

In the Autumn term, I explained that we were revisiting our school values. We have now completed this development work and we are very pleased to be able to share this with parents and carers. Our school values have been designed to help the children understand right from wrong and to help shape their mindsets and behaviour whilst at Grampian but also their future.



Our school values are consistent with British Values and will ensure our children are confident, motivated and resilient so they succeed in both education and employment. ‘Grampian CAN’ will be woven across all areas of the curriculum.

We know that children learn by watching and copying. A significant proportion of what the children learn comes from watching behaviours of those around them. As a staff team we are passionate about modelling these values in our daily practice so that the children see these values in action daily. The conduct of the adults around our children has a huge impact on their behaviour.

**A few updates linked to the ‘Grampian CAN’:**

**School Rules**

As we shared earlier this year, we have revised the school rules to align with the ‘Grampian CAN’ values. ‘Grampian CAN’ has been discussed with the children and they have shared with us how they believe the adults and their friends should behave in order to represent these values. The school rules have been updated in the School Behaviour Policy (a copy of which can be found on the school website or a hardcopy requested from the school office). A copy of the new school rules and the rewards and sanctions can also be found below.

**Achievement Awards**





At the end of this half term, our achievement awards will be presented to children who have demonstrated an understanding of the 'Grampian CAN' values through their learning behaviours. Achievement awards will be presented on Thursday 17<sup>th</sup> December.

**School Council**

In the next two weeks, each class will nominate two school council representatives who will regularly meet to discuss school related matters and make decisions on behalf of their peers. Their first big decision will be to decide the winning entry for the Anti-Bullying poster. Our School Council will be run by Miss Gerver and Mrs Stevens.

We are looking forward to seeing our school values in action and celebrating our achievements along the way.

Yours sincerely,

Mrs. M. Murfin

Headteacher



**Grampian Primary Academy**

**Our School Rules**

**Commitment**



- We are focussed and always try our best
- We encourage and motivate others to succeed



**Aspiration**



- We celebrate the achievements of everyone around us
- We work hard to achieve our goals



**Nurture**



- We are supportive and positive towards others
- We are kind in everything we do



**Agreed Rewards and Sanctions Procedures – In Class**

**1.1. Rewards for Good LEARNING Behaviour**

**Commitment**

**Aspiration**

**Nurture**



Children will generally respond according to what we reward, as they think these are the things that we must value most. At Grampian, we have decided that there are 6 key learning attitudes and dispositions that we value above everything, these we call our 'Rocks':

- Dare To Be Different
- Aim High
- Thinking For Myself
- I Can Do It
- More Than Just Me
- How Well Did We Do

When a child stands out for displaying one of these learning behaviours, the reward will be a 'Rock Point' for whichever 'Rock' they are achieving against. 'Rock Points' will be awarded against the attitude outcomes for the relevant year group. In line with our conduct Stars and Steps systems, we have a Bronze – Silver – Gold reward system for learning behaviour:

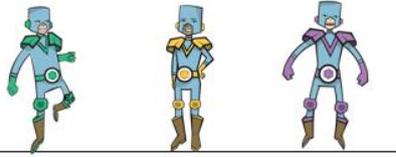
- **BRONZE: 4 ROCK POINTS (for 4 different rocks in a week):**
  - Child is presented with a 'Bronze Rock Badge' in the whole school awards assembly at the end of the week
  - At the end of each week, parents and carers will receive a text message of recognition for this achievement
- **SILVER: 5 ROCK POINTS (for 5 different rocks in a week):**
  - Child is presented with a 'Silver Rock Badge' in the whole school awards assembly at the end of the week
  - At the end of each week, parents and carers will receive a text message of recognition for this achievement
- **GOLD: 6 ROCK POINTS (for 6 different rocks in a week):**
  - Child is presented with a 'Gold Rock Badge' in the whole school awards assembly at the end of the week
  - At the end of each week, parents and carers will receive a text message of recognition for this achievement

## 1.2 Rewards for good CONDUCT Behaviour in KS1 and KS2

Each teacher should negotiate rewards with or choose rewards for their own class. Once decided upon the agreed rewards, these must be displayed next to the sanctions in the classroom. These are some of the possible rewards that may be given for good work and behaviour:

- ✓ Praise
- ✓ Motivational stickers
- ✓ Smiley faces on work
- ✓ Team points





- ✓ Hierarchy of certificates
- ✓ Raffle tickets towards an end of day / week prize draw
- ✓ 'Star of the day' elections (against agreed criteria)
- ✓ 'Star pupil' prizes
- ✓ Extra playtime
- ✓ Choice of favourite lesson

All staff will make use of the following whole school reward procedures:

- **STAR 1: Child's name label placed on STAR 1**
  - 1 Team Point
  
- **STAR 2: Child's name label placed on STAR 2**
  - 2 Team Points
  
- **STAR 3: Child's name label placed on STAR 3**
  - Child receives a 'Good News Note' to take home issued by the class teacher
  
- **STAR 4: Child's name label placed on STAR 4**
  - A 'Bronze Award Card' is requested from a member of the Senior Leadership Team which will be presented to the children in their classrooms
  - At the end of each week, parents and carers will receive a text message of recognition for this achievement
  
- **STAR 5: Child's name label placed on STAR 5**
  - A 'Silver Award Card' is requested from an Assistant Headteacher or Deputy Headteacher which will be presented to the children in their classroom
  - At the end of each week, parents and carers will receive a text message of recognition for this achievement
  
- **STAR 6: Child's name label placed on STAR 6**
  - A 'Gold Award Card' is requested from the Headteacher which will be presented to the children in their classroom
  - At the end of each week, parents and carers will receive a text message of recognition for this achievement

### 1.3 Consequences for poor CONDUCT Behaviour in KS1 and KS2

Listed below is a 'Step' procedure to help teachers prevent and respond to disruptive / unacceptable behaviour in the classroom. It is anticipated that teachers will continue to employ their normal classroom teaching and behaviour management techniques to work with all children, particularly those experiencing difficulties.

These behaviour management techniques will include:

- **Appropriate classroom management strategies:**
  - Organising the classroom and seating arrangements appropriately to ensure all pupils can succeed;
  - Ensuring the school day is well-structured and good routines are established and maintained;
  - Setting appropriate tasks and ensuring sufficient scaffolding and support is available for pupils to achieve the task;
  - Breaking-up long periods of concentration to allow pupils to have a rest and then refocus.
- **Positive behaviour management strategies:**
  - Celebrating and praising children who are making good choices and following the class rules



**Commitment**



**Aspiration**



**Nurture**



- Promoting collective responsibility through table points

When a child chooses to break one of the class rules, the whole class will be given a **verbal reminder** of the positive aspect of behaviour that is required (reminded of what to do rather than being told what not to do) and the child will then be given an opportunity to make a good choice about their behaviour. Individual children within a class may also be given a 1:1 reminder when a class rule is broken. The consequences of choosing to break a rule after a verbal reminder has been given will be:

▪ **STEP 1: Child's name label placed on Step 1:**

- A formal reminder of the behaviour that is required by the rule that has been broken

▪ **STEP 2: Child's name label placed on Step 2:**

- Leave class, 2 minutes late at playtime

▪ **STEP 3: Child's name label placed on Step 3:**

- A 'Yellow Card' is issued
- Miss 5 minutes of next playtime with senior member of staff
- Class Teacher to complete incident form
- Class teacher speaks to the parent at the end of the day to explain the yellow card where parents have not collected the child, the class teacher or linked member of support staff will call the parent in order to explain.
- The parent should sign and return the card to school the next day.

▪ **STEP 4: Child's name label placed on Step 4:**

- Senior member of non-contact staff requested and informed of the behaviour.
- Senior member of staff reminds the child of the behaviour expected and the child warned of a seclusion if poor behaviour continues
- The class teacher issues the 'Red Card' and completes 'Incident Form'
- The child will miss the whole of the next playtime under the supervision of an adult
- Class teacher, safeguarding officer or a senior member of staff contacts parents at end of day, or during the day if they feel it necessary, to explain the Red Card.

▪ **STEP 5: Child's name label placed on Step 5:**

- A senior member of non-contact staff requested
- Senior member of staff places the child on in-school seclusion
- Senior member of staff completes 'Incident Form'
- Child taken to see Headteacher
- The Headteacher, Deputy Headteacher and SENDCO agree and implement Multi-Element Plan (MEP) / Personalised Behaviour Plan (PBP) with the child and the parent(s) / carer(s)

▪ **STEP 6: Child's name label placed on Step 6:**

- Headteacher completes 'Incident Form'
- Headteacher will consider whether to begin the exclusion procedures listed below

If a child does not return a yellow card or red card signed by the child's parent / carer the next day, the member of staff who issued the card will contact parents as soon as possible to inform them. If it is found to be the child's own deliberate fault, the child will receive a detention during their next playtime.



**Commitment**



**Aspiration**



**Nurture**



In the case of severe incidents, the member of staff must bring the matter to the Headteacher's attention. The Headteacher reserves the right to move straight to the Exclusion level procedures listed below if appropriate.

#### 1.4 Cumulative Consequences (KS2 Only – per half-term)

Cumulative consequences will be used by the Headteacher in instances where there is a concerning pattern of behaviour and there is no evidence of improvement being made despite the school putting preventative measures in place.

Key Stage 2
<ul style="list-style-type: none"><li>➤ 1<sup>st</sup> red card in half-term = playtime detention</li><li>➤ 2<sup>nd</sup> red card = playtime + lunchtime detention</li><li>➤ 3<sup>rd</sup> red card = full-day in-school seclusion</li><li>➤ Next STEP 3+ incident = exclusion</li></ul>



**Commitment**



**Aspiration**



**Nurture**