

Behaviour Management Policy

1. Introduction

This Policy also includes the Early Years Foundation Stage and After School Provision.

The designated behaviour support lead is Beverley Roberts (Headteacher). (*See also EYFS Behaviour Management Policy.*)

Statement of Intent

Discipline is a valued ingredient of school life at Grangewood. The standards are clearly defined through the school culture and expressed in a policy which recognises the rights of every individual to feel safe, comfortable and free to achieve the highest levels of success in each of the many facets of school life. The key to maintenance of this environment at Grangewood is the development of self-discipline and an appreciation of others. This is promoted through '**Grangewood's Golden Values**' which are: **respect, generosity, honesty, helpfulness** and **responsibility**. These values are explained, encouraged and reinforced using 'Grangewood's Values in Action' and Behaviour Ladder.

All staff and governors believe that our school should provide a caring, positive, safe and stimulating environment, which promotes the social, physical, moral and spiritual development of the individual child. The school recognises the importance of working within the framework for Every Child Matters: Change for Children and the five outcomes outlined within it:

- To be healthy
- To stay safe
- To enjoy and achieve
- To make a positive contribution
- To achieve economic well-being

The governors and staff of Grangewood Independent School understand the difficulties surrounding the area of behaviour management and are committed to providing support and care to both the children and staff, in accordance with the ethos of the school.

2. Aims

- 2.1 All schools are required to have a Behaviour Management Policy that guides the procedures and practices of staff when managing children and promoting their welfare. Grangewood Independent School takes very seriously its duty towards all its pupils who have been entrusted to its care and seeks to provide a school environment where all children are safe, secure, valued, respected, and listened to.
- 2.2 The guiding principle of the Behaviour Management Policy in Grangewood Independent School is one of Respect and Consideration for all adults and students. BULLYING will **not** be tolerated.

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- 2.3** Good discipline in Grangewood Independent School is a result of every member of staff working together with the common aim of producing well-behaved, confident, well-mannered, self-motivated pupils, who know how to contribute and how to achieve, whatever their age.
- 2.4** The Governors and Head Teacher at Grangewood Independent School believe that a range of other school policies are central to many aspects of the school's Behaviour Management Policy, and this document should therefore be read in conjunction with our Policies for:
- Anti-Bullying
 - Physical Restraint and Contact
 - Health, Safety & Welfare
 - Safeguarding Policy
 - Safe Working Practices for Staff and Volunteers
- 2.5** Our procedures will be followed by all adults, including volunteers, working with or on behalf of the school.

3. Procedures

- 3.1** Grangewood Independent School BEHAVIOUR MANAGEMENT POLICY STATEMENT:

Grangewood Independent School is committed to promoting the development of self-discipline and an appreciation of others in all its pupils: the Governors expect all staff and volunteers to share this commitment by demonstrating their understanding of how each individual adult working on behalf of the school has an active part to play in managing their own behaviour and that of the children in their care in order to protect children from harm, promote their welfare and facilitate their pursuit of achievement and excellence.

- 3.2** All staff (including volunteers) must be clear about their own role and that of others in providing a caring and safe environment for all pupils and must know how they should respond to any, and all, instances of inappropriate behaviour or language exhibited by children and/or adults.
- 3.3** To this end Grangewood Independent School will ensure that all staff, whether permanent or temporary, and volunteers receive training during their induction period, and regularly revisit this policy thereafter in order that they are equipped with the skills and knowledge needed to manage children's behaviour in a positive and productive way.

4. Expectations

Good discipline will be achieved by all stakeholders (teachers, parents and pupils) knowing what is expected of themselves and having strategies and plans in place to help them achieve these expectations.

4.1 Grangewood Expectations from Pupils

4.1.1 Teachers should speak sensitively to a child and follow the Behaviour Ladder Strategy whenever they first notice any of these expectations are not being realised.

4.1.2 All pupils are expected:

- to be on time for school. Pupils who are late to apologise and provide an acceptable explanation for their class teacher.
- to explain non-attendance with a note from their parent or guardian.
- to be in correct uniform. All long hair to be worn tied back and off the face (see Grangewood Health, Safety and Welfare Policy, Jan 2010, para. 4.3). Children should be sent to the School Secretary for a hair band if they do not have one of their own.
- to look after all school property (damaged items should be cleaned or replaced by child or parent.)
- to return all school property, or the property of others (Any child found taking items not their own without permission to be reported to parents and items returned or replaced.)
- to conform to Grangewood's Health, Safety and Welfare Policy (January 2010) para. 4.2, by not wearing jewellery, nail varnish, or make up. Pupils with pierced ears may wear plain stud earrings. Children wearing nail varnish should be sent to the School Secretary, who will arrange its removal.
- not to chew gum or bring gum onto the premises. (Gum brought into school to be confiscated and parents informed.)
- to walk sensibly and quietly around the school at all times.
- to use appropriate language, which is not offensive.
- to keeping personal belongings tidy.
- to take home all uneaten food and drink and packaging from lunch boxes.
- to be aware of and respect 'out-of-bounds areas'. (Pupils will not enter the staff room or access the stairs or walkway to the cellar unless accompanied by a member of staff.)
- to have respect for others at all times.
- to listen when another is speaking without interrupting or shouting out.
- to only operate electrical equipment with teacher direction.
- to present all work neatly and within the given time span.
- to refrain from any activity that would cause another pain or distress.

4.2 Grangewood Expectations from Teachers

4.2.1 All staff are expected:

- to manage the behaviour of pupils in all areas of the school, not just the classroom. (Establishing good teacher-pupil relationships built on mutual respect, where teachers set positive role models for the children and praise children for good behaviour and work.)
- to be aware of their own behaviour and take steps to avoid the tiresome and exhausting syndrome of continually nagging and telling children off.
- to accept collective responsibility for pupils and therefore not be offended when their class members are corrected by another teacher (provided normal courtesy is observed).

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- to instruct their pupils in good manners and courtesy, reminding them of the importance of kindness and consideration for others.
- to teach pupils Grangewood's values and expected standards of behaviour, and offer reminders as often as is necessary.
- to encourage children to dress neatly and correctly, especially after PE lessons and in hot weather. (Report, in writing, all infringements of uniform regulations to a Key Stage Coordinator.)
- to differentiate pupils work taking account of pupil interest and ability. (The setting of inappropriate tasks can often lead to low self-esteem and contribute to disruptive behaviour.)
- to treat each pupil with respect, while ensuring the school's expectations of punctuality, politeness, co-operation and responsibility are clearly defined and taught.
- to develop effective liaison with parents so that a working partnership can be built which deals with disruptiveness at home and at school, and rewards good behaviour.
- to consult with pupils, treating them as individuals who have opinions which count. (Giving pupils responsibilities in the class and including them in decision-making which affects them.)

4.3 Grangewood Expectations from Parents or Guardians

4.3.1 All Parents/Guardians are expected:

- to do all they can to ensure their child is on time for school.
- to provide their child with a note for the Class teacher explaining any, and all occasions, of non-attendance.
- to ensure their child attend school in the correct uniform. With hair dressed in-line with Grangewood code of dress (see Grangewood Health, Safety and Welfare Policy, Jan 2010 para. 4.3).
- to make arrangements to support their child's learning by ensuring adequate time, attention and interest is given to assigned homework, tasks and projects.
- to support and reinforce Grangewood's Golden Values by positively participating in the Behaviour Ladder Strategy.
- to make every effort to maintain good communication with their child's teacher(s) by attending all Parent/Teacher interviews (making alternative arrangements if necessary) and responding to all home/school dialogue.
- to model mutual respect, in terms of conduct and conversation about the School and Staff.
- to instruct their child in good manners and courtesy; giving regular reminders of the importance of kindness and consideration for others.

5. Safe Practice

5.1 Challenging Our Perception of Disruptive Pupils

5.1.1 It would be unrealistic to believe that we are going to be able to avoid all conflict all of the time. Children and adults are complex, and so are the group dynamics when we get together. However, it is realistic to aim to avoid as much conflict as possible by being aware of strategies to enable staff to maintain good classroom management. Strategies should help the children to

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own their own behaviour while respecting the rights of others and still retaining their own self-esteem.

5.1.2 It is all too easy to fall into the trap of having low expectations of the work and behaviour of children who are confrontational and disruptive. This quickly becomes a self-fulfilling prophecy. Meanwhile the rest of the class misinterpret this and think the way to obtain attention is to misbehave, leading to the situation where children, who have a track record of good behaviour, become involved in 'petty' misbehaviour.

5.1.3 In classrooms such as these, blame is often put on those children who are disruptive; whilst this may be valid in some circumstances, for the most part, we should be looking at our own expectations and responses to disruptive children. Rash punishment and rejection tend to make pupils worse not better. Our aim at Grangewood is to evaluate the way we perceive disruptive pupils and to put into practice positive forms of correction which interfere as little as possible with Teaching and Learning.

5.2 Dealing with Disruptive Behaviour

- 5.2.1**
- Give simple directions then pause to sustain attention.
 - Use privately understood signals to give individuals direction, correction, or reminders in the least intrusive way (eg. a look followed by a shake of the head, a finger on lips, etc).
 - Ask questions to refocus the attention of a pupil who is not concentrating.
 - Divert the attention of a student away from the cause of action by calling them to you and walking away so they will follow you.
 - Reward and praise appropriate behaviour and effort.
 - Correct primary behaviour (do not be distracted by secondary behaviour or get drawn into arguments. Ignore the secondary behaviour, focus on the primary behaviour). Choose the language of correction and manage the correction in the least intrusive way.
 - Give children enough time to respond. Give direction and move away. (Allow the child a chance to correct their own behaviour while retaining their own self-esteem.)
 - Consider how close you are to a child when correcting them. (Are you towering above them inhibiting and challenging their space?)
 - Give a warning.
 - When correcting be aware of the tone of your voice and how you are conveying the message.
 - Remain calm and professional at all times.
 - Be consistent.
 - Document all incidents and problems in Class Incident Book.
 - Consult with the Head or members of the Senior Management Team.
 - Treat all children with respect and expect it back.
 - Steer clear of power games – you are the adult, don't get drawn into petty quarrels with the children.
 - Keep lines of communication open with the parents/guardians.
 - Most importantly, don't fight a crusade over one child – think about the others in the class as well.

5.3 Dealing With Ourselves

5.3.1 We need to give close consideration to our own use of language, what we say and how we say it. For example, the following are all factors which can contribute to producing unwanted behaviour:

- Highlighting bad behaviour
- Making assumptions that children know how to behave properly
- Giving vague messages
- Taking it personally
- Issuing random threats
- Giving shared or whole class punishments in response to individual behaviour
- Having poor relationships with the children.

5.3.2 Children are taught behaviour management through explanation, discussion, questioning, demonstration, role-play, rehearsal and practice. Tools such as circle time are used for building good self-esteem, and class meetings for discussing disputes and practising conflict resolution.

5.3.3 Some conflicts can be avoided very easily by planning ahead – for example:

- Managing access to resources, toilets and coat pegs.
- Staggering entry and exit from the classroom to avoid bottlenecks, waiting and disputes.
- Drawing up rotas to avoid accusations of unfairness.
- Setting clear rules with their outcomes, stick to them and teach them on a regular basis.

5.4 Biding Our Time

5.4.1 When dealing with conflicts of a minor nature, especially in the playground, it helps to keep a watchful eye from a distance and let the children have a chance to sort things out for themselves. If the conflict escalates you will then be aware of what has gone on before. If you leap in at the first sign of trouble and sort things out for them, the children will never learn the skills they need to deal with more major problems.

5.4.2 Don't seem to be taking sides. Lots of energy goes into trying to get to the bottom of every conflict. Sometimes there is no need. If there has been fighting involved, separate the children and then leave them for a few minutes before you talk to them. That will give them time for the worst heat to go out of the argument and will give you time to prepare your strategy for dealing with the situation.

5.5 Needs Statements

5.5.1 When children are in conflict with each other teach them to make “needs statements” to help work through the conflict. Since children naturally use physical and impulsive ways to handle conflicts, we need to teach them measured responses. Stacey and Robinson (1997) have a very useful model for helping even very young children do this. The children state, in turn, what they want and why they want it, and acknowledge each other’s feelings. Teach the children to work through these steps:

- ‘I want
- ‘I want this because
- ‘I’m feeling
- Make a suggestion to sort it out.
- Agree what to do so that it is fair.

5.5.2 With younger children you can work through this in a matter of minutes. It may take older ones longer, as the feelings involved get more complicated and some children don’t want to let go of their grievances. Behind this simple model is the basis for sorting out conflict at many levels, and the solution is one where both children feel validated.

5.6 Stay in Control

5.6.1 You are the adult, the one in control. Do not let your own anger affect your response. Plan, and practise staying in control. In a conflict situation with a child it can be very frightening for the other children if they think their teacher is losing control. Display calmness and control even if that’s the last thing you’re feeling.

5.7 Cool-Off Time

5.7.1 In each classroom there should be an area to which a child can be relocated to enable them cool-off time away from other pupils. In some cases, it may help for a child to spend cool-off time in their ‘Buddy classroom’.

5.8 Exiting a Child from the Classroom

5.8.1 No child must be sent outside the classroom unsupervised. In extreme cases when the inappropriate behaviour is repeated and significantly affects the right of children to learn or the teacher to teach, then the teacher can request for that child to be exited from the room by sending a red card to the School Secretary who will contact the Head Teacher immediately. If the Head Teacher is not available, the Secretary will contact the next Senior teacher.

5.8.2 Once removed from the classroom the child should be re-located in a quiet safe place and given cool-off time before going through the process of counselling.

5.9 Positive Discipline and Classroom Management training

5.9.1 It is thoroughly recommended that all members of staff watch the series of videos by Bill Rogers on *Managing Behaviour* which deals with Positive Discipline and Classroom Management. The emphasis throughout is on skills one can learn to enhance a discipline style based on respect and dignity. The goal of the videos is to help teachers establish classrooms that encourage children to

- Own their behaviour.
- Respect the rights of others.
- Develop positive self-esteem.
- Build workable relationships.

5.9.2 There are four videos in this series and they are all in the school video cupboard. Staff will be expected to watch them from time to time as a collective activity on non-pupil days and are also invited to borrow them to watch at home to help reinforce the development of their own management skills.

6. Rewards Systems

6.1 House Points

Grangewood operates a House system where pupils can earn house-points for themselves and for their House. There are four Houses: **Acacia** (yellow), **Cedar** (blue), **Palm** (red), and **Olive** (green). Teachers give house-points to children at their own discretion to encourage and reward good behaviour, high standards of work, achievement, and progress.

6.1.1 Pupils in Early Years receive stars which can be converted into house-points.

6.1.2 Pupils are presented with certificates when reaching the following milestones:

- Bronze 500 house points
- Silver 1000 house points
- Gold 2000 house points

6.1.3 Pupils who attain the gold award before the last Friday in June are presented with a prize at the Founder's Day Celebration Evening.

6.1.4 All pupils return to zero house-points for the beginning of each new academic year.

6.2 Fruit of the Spirit Certificates

6.2.1 These certificates are awarded to pupils who display the fruit of the Spirit in their behaviour toward others. The characteristics of the fruit of the Spirit are listed in Galatians chapter 5 verses 22-23:

'But the fruit of the spirit is love, joy, peace, longsuffering, kindness, goodness, faithfulness, self-control. Against such there is no law.'

6.3 Stickers

- 6.3.1** Pupils can also earn stickers from their teacher as a reward for good behaviour, high standards of work, achievement and progress. These can be collected on sticker cards, or in sticker books held by the children and taken home to show parents or attached directly to good pieces of work or the lapel of pupils' uniforms.

7. Sanctions and Consequences

- 7.1** Corporal punishment of any kind is not permitted.
- 7.2** It is important to remember to explain clearly to a pupil why he/she is being disciplined.
- 7.3** The key to applying sanctions and consequences is certainty not severity. The children need to know that all inappropriate behaviour will be dealt with and consequences which may be deferred will occur.
- 7.4** At the start of each school year teachers should remind the children about expected behaviour by reinforcing Grangewood's Values in Action.
- 7.5** To help pupils know and understand that inappropriate behaviour is dealt with in a fair and consistent manner the following graduated approach is used at Grangewood.
- i.** Remind pupils of expected behaviour and Grangewood's Values in Action.
 - ii.** Check pupils fully understand expected behaviour by asking them, for examples, to explain what they should be doing.
 - iii.** Remind pupils of the sanctions for contravening Grangewood's Values in Action in school. 'He/she will be moved down the Behaviour Ladder'.

7.6 Operating Grangewood's Behaviour Ladder

Step 1

- Warn about behaviour.
- Teacher moves child's name on to Behaviour Ladder, Step 1.
- Child continues with lesson.

Step 2

- Warning about behaviour.
- Teacher moves child's name down the Behaviour Ladder to Step 2.
- If warranted, child is sent to 'Cool-Off Time' area in classroom for 3 mins.
- After 3 mins child continues with lesson.

Step 3

- Teacher moves child's name down the Behaviour Ladder to Step 3.
- Teacher sends child for 'Time-out in Buddy class' with appropriate timer (5 mins).
- On return child continues with lesson.

Step 4

- Teacher moves child's name down the Behaviour Ladder to Step 4.
- Child and Class teacher sign form outlining behaviour issue.
- Child takes form to School Office then returns to class to continue lesson.
- School Secretary informs Parent that child will have a Reflective Assignment (Detention Paper for KS2) to be completed at home.
- Child collects Reflective Assignment from School Office at home time (recorded in Sanctions Book by Class teacher).
- Reflective Assignment completed at home; signed by Parent; returned to School Office to be filed in pupil's folder.

Step 5

- Teacher moves child's name down the Behaviour Ladder to Step 5.
- Child sent to Head teacher.
- Signed form outlining behaviour issue collected from School Office.
- Child remains out of the class for the rest of the lesson.
- Head teacher and child complete a record of behaviour form which is posted to Parents along with a letter of explanation and request for Parents to attend meeting to discuss issue. Copy of behaviour form to be filed in child's folder in School Office.
- Reflective Assignment still to be completed at home, signed and returned to School Office.
- On returning to class pupil will start the ladder again.

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- 7.6.1** Serious incidents (ie fights in the classroom, hurting adults etc.) must be reported to the Head teacher immediately as well as moving the child down the Behaviour Ladder, or giving a Yellow Card.
- 7.6.2** At the end of each day using prepared class list, Class teachers must record Yellow Cards and the Step of the Behaviour Ladder a child is on. Also, at the end of each day (once the names have been recorded) all names are removed from the Ladder – each new day is a new beginning.
- 7.6.3** At the end of each day, pupils who have not had their name on the Behaviour Ladder and have not been issued with a Yellow Card are rewarded with Golden Behaviour house-points (2 house-points).
- 7.6.4** Pupils who persistently get to Step 5 of the Behaviour Ladder will be discussed at a Staff Meeting and a plan of action will be drawn up.
- 7.7 Sanction at Break and Lunchtime**
- 7.7.1** Pupils who are seen to contravene Grangewood's Golden Values at playtime or lunchtime will receive a warning. Staff on duty will listen to all sides and talk to the pupils about their behaviour.
- 7.7.2** If the behaviour escalates the Staff on duty will issue the child with a Yellow Card and send the child to report to a supervising teacher.
- 7.7.3** When a child receives a Yellow Card they must report it to their Class teacher, where it will be recorded. It will also be recorded in Playtime/Lunchtime Incident Book by issuing adult.
- 7.8 Behaviour Management and SEN**
- 7.8.1** A child who has been identified as having Special Educational Needs (SEN) which impinges on their behaviour will need an Individualised Educational Plan (IEP) outlining the specific needs and the agreed strategies for managing his/her behaviour.
- 7.8.2** It is the responsibility of the Class teacher, in consultation with the SEN Co-ordinator, to meet with the parents of the identified child in order to agree and draw up an IEP with outcomes related to effectively managing the behaviour of the child.
- 7.8.3** The Class teacher (with the support of the SEN Co-ordinator) must meet regularly with the identified child to ensure he/she understands the expectations of the school and the desired outcomes detailed in the IEP.
- 7.8.4** All IEPs should be reviewed after 6 weeks and a feedback consultation held with the Class teacher, SEN Co-ordinator, Parents and child.
- 7.8.5** The outcome of this consultation will determine the next steps (ie. a modified IEP to run for a further 6 weeks, removal from SEN register, move to next stage).

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8. Grangewood Golden Values

- 8.1**
- Respect
 - Generosity
 - Honesty
 - Helpfulness
 - Responsibility

8.2 As in any community the School rules (Values In Action) are in place for the safety of pupils and staff. The following rules exemplify the Values, Aims and ethos at Grangewood: and as such are deemed to be important in the running of the School. It is the responsibility of the teachers to ensure the children are aware of these. The list is in no particular order.

<u>Grangewood's Values in Action (KS1)</u>	<u>Grangewood's Values in Action (KS2)</u>
Listen to one another	Listen to one another. <i>'Everyone should be quick to listen, slow to speak and slow to become angry.' James 1:19</i>
Follow instructions straight away	Follow instructions straight away. <i>'Obey your leaders and submit to them, for they are keeping watch over your souls.' Hebrews 13:17</i>
Use kind words	Use kind words and be polite. <i>'Pleasant words are like a honeycomb, sweetness to the soul and health to the bones.' Proverbs 16:24</i>
Take turns and be gentle	Wait patiently for your turn. <i>'Therefore, as God's chosen people, holy and dearly loved, clothe yourselves with compassion, kindness, humility, gentleness and patience.' Colossians 3:12</i>
Always tell the truth	Always tell the truth. <i>'Do not lie to each other, since you have taken off your old self with its practices.' Colossians 3:9</i>
Be helpful	Be helpful; a Good Samaritan to others. <i>'Let us not become weary in doing good, for at the proper time we will reap a harvest if we do not give up.' Galatians 6:9</i>
Look after things in the school and tidy up after using them	Keep the school, your work and your appearance neat and tidy. <i>'Do your best to present yourself to God as one approved, a worker who does not need to be ashamed and who correctly handles the word of truth.' 2 Timothy 2:15</i>
Walk in a line and keep to the right	Walk in single file and keep to the right. <i>'The one whose walk is blameless, who does what is righteous...Whoever does these things will never be shaken.' Psalm 15:2,5</i>
Always do your best	Always do your best and God will do the rest. <i>'Whatever you do, work at it with all your heart, as working for the Lord.'</i> <i>Colossians 3:23</i>

Reviewed: **Jul 2018**, Jun 2017, Feb 2016, Sept 2015, June 2015, Sept 2014, Sept 2013, Sept 2012, Jan 2007

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9. Induction

- 9.1 We will always provide newly appointed staff with appropriate guidance about safe working practice, boundaries, propriety and Behaviour Management and explain the consequences of not following the guidance.

10. Dismissal

- 10.1 We will always refer to the Disclosure and Barring Service any member of staff who is dismissed because of misconduct relating to inappropriate disciplining of a child.

11. Helpful Publications

Roffey, S and O'Reirdan, T (1997) *Infant Classroom Behaviour: Needs, Perspectives and Strategies*. London: David Fulton Publishers.

Allen, B (1997) *Children in Control: Facing up to Behaviour Problems*, 3rd Edition. Bristol: Lucky Duck Publishing.

Mosley, J (1993) *Turn Your School Round*. Wisbech: LDA

Moss, G, Came, F and Webster, A (1997) *Behaviour Education*. Bristol: Avec Designs.

Gordon, R (1997) *The Primary Behaviour File*. London: pfp.

Apter, SJ (1982) *Troubled Children Troubled Systems*. USA: Pergamon.

Department of Education and Science (1989) *Lord Elton, Discipline in Schools*. London: Harper and Row.

Fontana, D (1985) *Classroom Control*. London: British Psychological Society and Methuen.

Hegarty, S (1987) *Special Needs in Ordinary Schools*. London: Cassell.

Tattum, DP (1986) *Management of Disruptive Pupils in Schools*. Chichester: John Wiley & Sons.

12. Monitoring and reviewing our practice

- 12.1 The Governing Body undertakes an **annual** review of this policy and the procedures outlined therein and monitors the efficiency with which the related duties have been discharged.

Written by Governing Body and Head teacher January 2007

Next Review Date: July 2019

Signed:

Member of Governing Body: Date:

Chair of Governors: Date:

Reviewed: **Jul 2018**, Jun 2017, Feb 2016, Sept 2015, June 2015, Sept 2014, Sept 2013, Sept 2012, Jan 2007

GRANGEWOOD INDEPENDENT SCHOOL
BEHAVIOUR MANAGEMENT DECLARATION

I have read and understand the contents of the policies listed below:

- ✓ **Behaviour Management Policy**
- ✓ **Anti-Bullying Policy**
- ✓ **Physical Restraint and Contact Policy**
- ✓ **Health, Safety and Welfare Policy**
- ✓ **Safeguarding Policy**
- ✓ **Safe Working Practices for Staff and Volunteers**

relating to behaviour management at Grangewood Independent School and, by my signature below, confirm that I will comply with them.

Name:

Signed:

Date: