



At the Grange Primary school, everyone is a Granger and expected to behave like a Granger. A Granger is somebody who lives and breathes our values and has the aspirations of **dreaming big** and **flying high**.



We worked with all stakeholders in developing our child-friendly values which directly link to our Trust values. Our values directly link to the British Values ensuring all our Grangers are rounded citizens and understand the importance of community.

To be a Granger, we follow our Granger Code. This is our systematic, research-based culture that supports pupils in making the right choices as well as building and sustaining positive relationships. All staff understand that behaviour is a form of communication. We understand that children don't always make the right choices and they need support in regulating their emotions. We use restorative practices to restore and repair relationships.

All staff have high expectations of behaviour and we use a consistent approach through our key essentials. An example of this is our 'line up order' for transitions, our whole school hands up signal to stop, and walking on the left of the corridor when moving around school. These strategies ensure everyone has the same high expectations and the children have the security within their routines, systems and structures as they progress through school. As everyone is a Granger, our staff model our Granger Learning Behaviours and values. Pip, our school mascot, supports our children in understanding what makes a good learner.

In order to be a successful Granger, we recognise that the learning environment should be conducive to support learners. Our environments are tidy, well organised with low arousal displays which support and celebrate learning.



Our curriculum has been designed to have our Granger Values at the heart and threaded throughout. We explicitly teach behaviour through Kapow, our PSHE curriculum, circle time, nesting and assemblies. Also, if an issue arises, we proactively deal with the situation by educating all. We identified that our pupils struggled with social times and to support them to regulate we introduced 'Nesting Time' to reestablish and reset learning behaviours for the afternoon.

At Grange, we take an equitable approach to our curriculum offer as we recognise that different learners need different levels of structure and support to be successful. We have a range of supportive interventions which pupils can access when needed. Our vision is that Grangers **dream big** and **fly high** by getting the right support at the right time.



The principles behind the Granger Code and being a Granger help to foster the necessary values, behaviours and attributes to become a lifelong learner and global citizen. This is achieved for all pupils through our carefully planned curriculum including assemblies which explicitly link our Grange values and fundamental British values.



We use our whole school Kapow approach to teach our pupils PSHE and RSE. It ensures coverage and high-quality resources. We pride ourselves on the adaptive nature of our curriculum to ensure that we educate and respond to the needs of our community. No Outsiders creates an ethos of community cohesion and belonging in our school.

How are you feeling today?



Trust Values	Confidence	Honesty	Empathy	Curiosity	Equality
Granger Values	try our best 	are honest 	are kind 	are curious 	respect each other
British Values	Mutual respect	The Rule of Law	Tolerance Mutual respect	Individual Liberty	Democracy The Rule of Law Individual Liberty Mutual respect

Our curriculum is designed to meet the needs of our pupils (in their locality) and prepares for their next stage. We use Pip the Wise Owl to teach how to be a learner for life and it is interwoven through our ethos and teaching. Enrichment is an essential part of our curriculum. The Granger pledge provides Grangers with rich experiences which bring learning to life. Pip's Passport provides a commitment of activities and experiences that all Grangers will have by the time they leave Year 6.

We recognise that our children need support through co-regulation and emotion coaching strategies. To support this, we have adapted the timetable to ensure there is Nesting Time daily for regulation after busy social times. The colour monster and worry boxes support pupils being able to recognise their feelings and share worries regularly. We work hard with children so they can reflect and develop their emotional literacy. Pip Squad is a safe environment during lunch for staff to model positive relationships and structured conversations for our pupils who require it.

Behaviour for Life encourages children to take responsibility for themselves and their community. Pupils are taught how to stay safe, what to do and who to talk with about concerns.

Our Granger opportunities include:

- Elected to Pip's Council
- Lunchtime Granger Ranger
- Pip's Ambassadors
- Representing Grange in school and Trust events
- Granger roles within the classroom

Behaviour for Life extends outside our timetabled school day and into our before and after school club provision, sports and holiday clubs.





At Grange, recognising behaviour is not merely a flowchart of rewards and consequences, but an outline of how behaviour is taught, recognised, understood, approached and responded to.

Granger Rewards

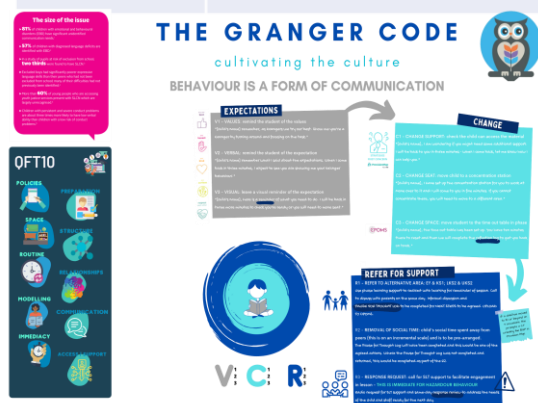
Our culture is founded on celebrating achievements and children demonstrating our values. We plan staged rewards to catch our Grangers making the right choices which is integral to our ethos.

Type of reward	Examples
On the spot rewards	stickers, Granger points, showing your work to the Headteacher, message home
Weekly celebration	High Flier certificates Class dojo champions Class Attendance certificates Lunchtime awards Spelling Shed winners
Half termly	Class dojo winners Spelling shed winner Whole class rewards e.g. Marbles in the jar leading to a class selected reward
Yearly	Dojo winners Attendance

The Granger Code enables staff to recognise escalations in behaviour, which is in line with our Trust behaviour policy, and offers strategies to de-escalate swiftly (as per Team Teach). Regular training takes place, and it is part of our induction process. The Granger code is a step-by-step procedure which is known and understood by all. Children know that there are consequences to actions, however we believe in a fresh start approach. Everybody makes mistakes but learning from mistakes is what matters and it is our job to support this. We do this through a restorative approach.

We believe that working with parents is essential as we are a partnership in the development of children. We need to celebrate successes with parents and carers but also work together in supporting children in times of need.

We track behaviour incidents and removals through CPOMS and Arbor. These are analysed in our regular Inclusions Meetings. We regularly review our practice to ensure the right support is given at the right time.



The staff have also received high quality training from the Marches Academy Trust, Jason Bangbala and Paul Dix to support with creating this culture. We invest in quality CPD to ensure that staff understand how to effectively recognise behaviour and respond in a way that brings about the best possible outcomes for all.

We believe that when pupils needs are being met through Quality First Teaching, negative behaviours are less likely to be displayed. Where these behaviours are evident, we use a number of strategies to support them in class such as behaviour charts and RAMPs. We believe that behaviour is a form of communication and recognising any changes in behaviour is important as may signify a need of help or protection. Behaviour may be linked to suffering or significant harm. Where this is the case, staff will follow the safeguarding and child protection procedures.

It is important to recognise that a behaviour may be linked to a special educational need or disability (SEND) and we take into account any reasonable adjustments that can be made to better meet children's needs. For pupils with SEND, this should be considered carefully, case by case. When this is the case, we use a range of tools to anticipate likely triggers and put support in place. Where necessary, the support of external agencies will be sought in partnership with parents and SENDCO. This model sits within a layered model for inclusivity, and we believe it is important to recognise equity in meeting children's needs.



We have a graduated approach to inclusivity to ensure that the needs of all learners are met and that all children can access our curriculum. This is called the 'Wave' which is reviewed at least every three weeks.

In our weekly Inclusion Meeting, discussions are held with the Headteacher, SENDCO and the Safeguarding and Inclusion lead to discuss necessary adaptations. The Wave consists of four parts: all pupils' universal Quality First Teaching offer (pre-wave); Quality First Teaching with some clear adaptations (WAVE 1); impactful interventions (WAVE 2), personalised plans (WAVE 3) and bespoke provision (WAVE 4). At Wave 4, support will be required, including any possible external agency involvement or referrals, to bring about an improvement in circumstances and behaviour for the child.

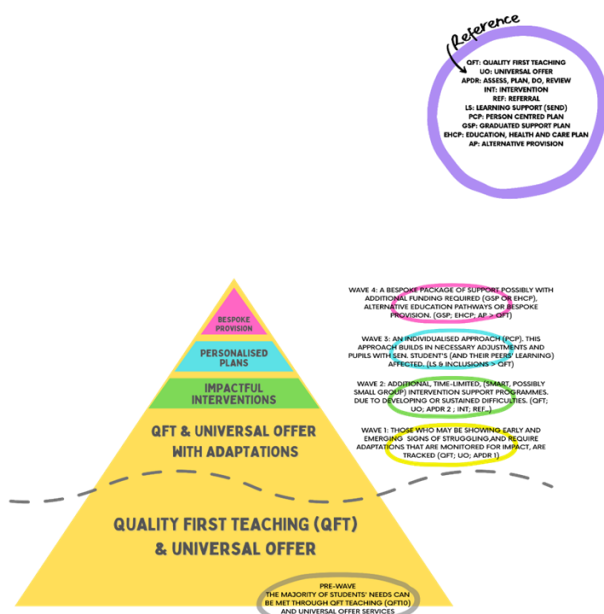


All staff are trained in Universal Team Teach which is founded on the principles of developing shared values which promotes positive attitudes, skills and knowledge. Staff training develops their positive de-escalation skills in behaviour management including verbal and non-verbal communication, diversion and safe effective, humane physical interventions. The training focuses on developing skills in positive listening and learning.

We access a wide variety of services to support all aspects of development, including:

- Educational Psychologist Service
- Family Support Workers
- Sensory Inclusion Service
- Severe Speech Language Impairment Children's Team – (SSLIC)
- Speech & Language Therapy Team (SALT)
- Young People and Families Mental Health Service (BeeU previously CAMHS)
- BEAM
- Occupational Therapy Services
- Reach for Inclusion
- Outreach Services (formerly Woodlands Outreach)
- SPECTRA

Within school, we work closely with the Mental Health team and a Speech and Language Therapist who is on site weekly.



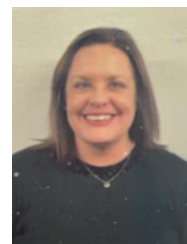
Our Inclusion Team: Meeting the needs of our school community



Mrs Charlie Summers
DSL, P/CLA, Mental Health
First Aid,
Team Teach 2



Mrs Steph Davies
DDSL
Team Teach 2
Designated Teacher P/CLA
Mental Health Lead



Mrs Jess Rogers
SENDCO
DDSL
Nurture



Mrs Cath Stokes
DDSL



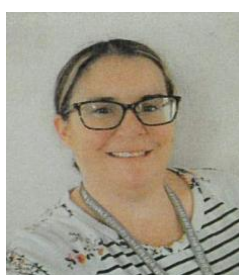
Mrs Jo Roberts
EKLAN
Draw and Talk
Bereavement Trained
Team Teach 2



Mrs Sue Harte
Talkboost



Mrs Elaine Coley-Evans
Makaton Level 1



Mrs Rachel Evans
Stoke Speaks Out
Early Talkboost



Miss Emily Dance
ELSA TA



Our Inclusion Team: Meeting the needs of our school community



Mrs Gemma Phillips
Precision Teaching
Team Teach 2



Ms Amy Wilkes
Attachment Level 1
Team Teach 2
Nurture



Mrs Becky Reid
Emotion Coaching
Team Teach 2



Mrs Tracy Evanson
Precision Teaching



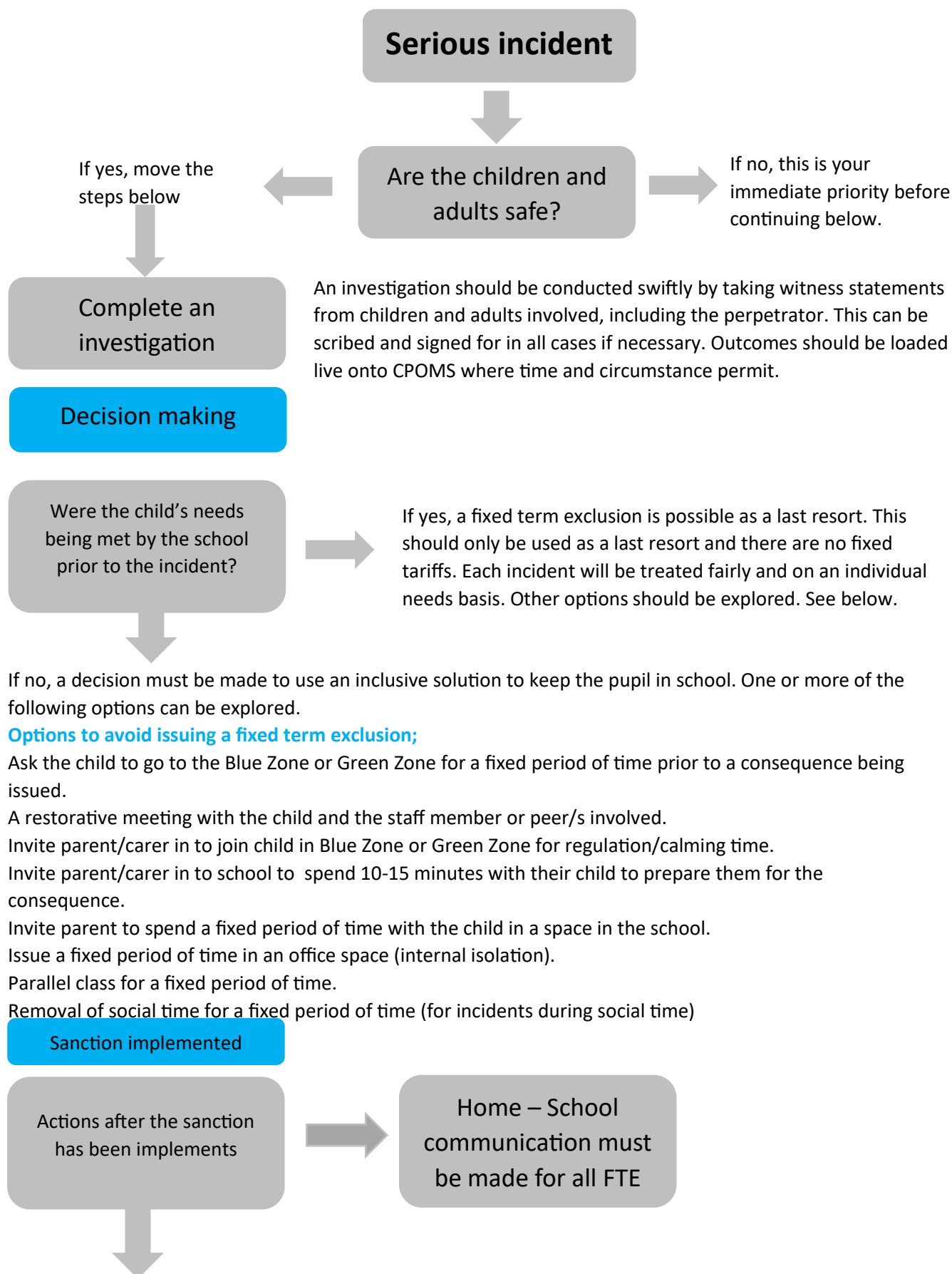
Mrs Jan Chadwick
IDL



Our Offer

	Social, Emotional and Mental Health	Speech and Language Communication and interaction	Physical Development	Cognition and Learning
Wave 1	Meet and Greet Blue room and beanbags Team Teach Emotion Coaching The Granger Code (use of restorative justice) Trusted adult Catch them being good Use of responsibility Visual timer Practical activities Reward charts	Makaton Visual timetables Now and next boards or task lists Photos and visuals to support learning Vocabulary to practice at home Rules displayed Photos of staff in the classroom Talk buddies Modelling	Pencil grips, wobble cushions, writing slopes, different pencils or pens, chews, stretchy bands Sensory circuits Permission to climb Classroom organisation to permit free movement/time to move Seating away from windows and doors Task lists Access to keyboards/technology to support	Pre-teaching Links to prior learning Coloured overlays IT programs Use of Assistive technology Teaching keyboard skills Additional time Now and next boards or task planners Breaking instructions and chunking learning Additional time 1:1 RWI
Wave 2	Nest provision with Boxall Profile or Snap B Sports Cookery Forest School ELSA No Worries BEAM Purple Leaf Comic strip conversations Nurture provision Social stories	Early Talkboost Talkboost Elklan Talkabout Social stories Programmes advised from SALT Pip Squad Use of a scribe Comic strip conversations	Cool kids Dough Disco Motor skills united Speed up Resources from OT Teaching key board skills	IDL Precision teaching Paired reading with Reading buddies 1:1 Lunchtime supervisors reading Beanstalk and Rotary readers
Wave 3 **	Mental health support team Play therapy Hope House BeeU CLIMB PEGS	SALT Autism West Midlands SPECTRA	OT	Outreach
	Targetted Early Help Specialist Placement Panel Educational Psychologist	Education Welfare Officer Personalised Learning Plan (PLP) Pupil Planning meetings		
Wave 4	Bright star Embrace Life shed Reach for inclusion	Specific Speech and Language Impaired Children's (SSLIC) team		
	Graduated Support Pathway Early Entitlement Grant	Education Health Care Plan SEN team and Local Offer		

** Wave 3 many of the services are external to the school's provision



What can we learn from this incident? What pre-emptive actions can be taken to avoid any recurrence?

For a FTE the 'Readmit Meeting' must be scheduled and paper work completed prior to the meeting. The member of staff who dealt with the FTE must conduct the Reset Meeting.