

Greenfields

Community Primary School,
Nursery & Pre-School



Behaviour Policy

July 2018

Behaviour Policy



INTRODUCTION

This policy is fully compliant with the following legislation:

- Education and Inspection Act 2006, sections 88 & 89.

It has links with the school's Child Protection & Safeguarding policy, Equalities policy, and the Health & Safety policy.

PRINCIPLES & VALUES

At the heart of our behaviour policy is the belief that all children at Greenfields are important and valued and that they all have a right to be educated in a safe, calm and purposeful environment. Everyone has the right to feel happy and safe whatever their age, ability, gender, race, religion or sexual orientation.

Our school values statement confirms our commitment:

- To provide Inspirational learning opportunities, so that every child can achieve their potential, becoming lifelong learners
- To deliver an enriched, meaningful curriculum that engages and motivates children, fostering a love of learning
- To build strong relationships with parents, carers and community partners to maximise learning experiences for all
- To ensure children understand their rights and responsibilities, enabling them to make appropriate behaviour choices, showing care and respect for each other and the world around them
- To create a safe, nurturing environment, in which children strive to be the best they can be and feel pride in their achievements, leaving with self belief, aspiration and memories to treasure

This Behaviour policy is based upon the following principles:

- Adults should demonstrate mutual respect as an example to the children.
- All pupils should have the opportunity to make positive choices about their behaviour and be encouraged to reflect upon their actions.
- Children's behaviour is best tackled by motivating them with work which has the correct level of challenge and by using positive reinforcement to promote the desired behaviour.
- Positive behaviour and good manners should be praised and held in high esteem - Pupils who follow the school rules will be noticed and rewarded.
- There needs to be good communication between staff and between home and school. Children, staff and parents/carers need to see that there is a fair and consistent approach to unacceptable behaviour.
- Some children may need more specialised behavioural support, according to their particular needs. Sometimes behavioural difficulties can be an indicator that a child has a Special Educational Need. When concerns are significant we may ask our Special Educational Needs Coordinator to make an assessment and seek additional support if appropriate.

AIMS

At our school, there is an expectation of good behaviour at all times. We believe that high standards of behaviour need to be in place and sustained for effective learning to take place.

- To develop mutual respect between the members of the school community.
- To encourage good manners and increase awareness of a code of acceptable behaviour.
- To develop self awareness of how actions and words are perceived by others
- To build in children an ability to manage their feelings and to take action to avoid conflict
- To keep all children motivated through systems that reward positive behaviour.
- To develop empathy in children so they understand why people behave the way they do in certain situations
- To develop social skills which enable children to discuss with their peers difficult and challenging issues
- To encourage the development of self-discipline.
- To encourage tolerance and celebration of difference so all equality groups feel equally valued.

SCHOOL RULES

The five school rules focus on appropriate expected behaviours and provide a framework for good behaviour. The School Rules poster is displayed in all classrooms and shared spaces and is the focus of assemblies and PSHE education sessions during the year.

We expect children to follow these five simple rules in the classroom and around the school. When children follow these rules, they will be rewarded for doing so. If children choose not to follow the rules, their actions will cause a negative consequence.

- Work hard and try your best
- Take care not to hurt anyone by what you say or do
- Be polite, listen carefully and do as you are asked
- Show respect for people and the school environment
- Keep ourselves and others safe in and around school

The school rules apply at all times in all places at school:

- ~ in lessons, at playtimes, on the way into school and when leaving at the end of the day
- ~ with teachers, children, support staff and midday staff

At Greenfields, we will not tolerate:

- Bullying, whether verbal, physical or emotional
- Discrimination, whether by word, action or attitude
- Fighting or deliberately hurting others
- Swearing or bad language
- Disobedience or refusal to co-operate

PREVENTING INAPPROPRIATE BEHAVIOUR

The prevention of behavioural problems arising is of paramount importance; therefore, attention must be given to:

- Effective classroom organisation and management
- Appropriate curriculum match.
- Establishment of effective relationships.
- Teaching of co-operative strategies
- Children taking ownership of routines
- Acknowledging and rewarding positive behaviour.
- Development of self-esteem.
- Emotional intelligence, teaching feelings language

More specifically children will be taught:

- To move appropriately in and out of school building
- To be polite to adults and other children
- To support other children
- To empathise with each other.
- To develop strategies to deal with upsetting or aggressive behaviour
- To take responsibility for their behaviour and to understand that no one else can be blamed for their behaviour
- To realise that they always have a choice about how they behave
- To report incidents of bullying behaviour involving themselves or others.

Rewarding good behaviour must be the norm - children who use appropriate behaviours will be encouraged and rewarded.

REWARDS

PERSONAL BEST CERTIFICATES

Whenever a child achieves a 'Personal Best' or 'PB', they receive a special sticker from the Headteacher on that day and a certificate in Achievers' Assembly along with a special mention in the school newsletter. A letter is sent home with a copy of the 'Personal Best' work, so that parents and carers can also congratulate their child.

MERITS

Every day, children can collect 8 Merits; 3 of these are for behaviour - one for the morning session, one for lunchtime and one for the afternoon session. The other 5 merits are for attendance, punctuality, uniform, home/school and effort.

Every time a child has collected 200 house merits, a voucher to 'spend or save' will be sent home with a congratulations letter. As well as earning a prize for themselves, children can also present the bottom of the voucher to their House Leader for 200 points to be added to their House total.

Our Merit system is designed to promote both good conduct behaviour and good behaviours for learning. Our expectation is that we want to be able to give every child 8 Merits every day.

HOUSE POINTS – to recognise academic achievements

Class teachers may choose how to record House Points, but the chosen method must show how many House Points have been collected so that the winning house may be announced each week in Achievers' Assembly. The House Cup and an agreed treat go to the House that collects the most House Points.

GREENFIELDS STARS – to recognise pastoral achievements

Stars can be awarded by any member of staff who sees a child doing something good, usually out of class, e.g. holding a door without being asked, saying please and thank you, being kind to someone on the playground, helping someone in the corridor etc.

Children who receive a Greenfields Star should write their full name and class on the back of the Star and post it in the box which teachers should have ready in every class. The Greenfields Star box should be brought to Achievers' assembly so that all the Stars can go into the weekly prize draw.

STAR ACHIEVERS' ASSEMBLY

During the last week of each half-term, one child from each class receives an Achievement certificate and Greenfields Star badge in front of parents/carers at a special Achievers' Assembly. The child who is chosen should have impressed the teacher throughout the half-term both pastorally and academically. Teachers must provide names to the school office 2 weeks prior to the assembly, in order to give parents/carers sufficient notice to be able to attend the assembly.

GREENFIELDS' UNIVERSITY (GU) TIME

On Friday afternoons, every child has the opportunity to spend time at 'Greenfields University'. Staff offer a wide variety of courses that run over a half term or term. Children who have not earned all their behaviour merits during the course of the week may lose some or all of their GU Time, depending upon the circumstances (e.g. a red card during the week would result in a whole GU session being missed). Where children have to miss all of their GU time, they will spend the GU session completing social skills activities.

DEALING WITH UNACCEPTABLE BEHAVIOUR

It is essential that there is fairness and consistency when both praising/ rewarding good behaviours and punishing unacceptable behaviours. The following guidelines are designed to ensure that staff have the same understanding of the requirements of this policy.

When managing pupil behaviour, all staff are expected to:

- Maintain an ethos of positive encouragement and support
- Ensure fairness and consistency in the way children are dealt with
- Provide for the individual differences of children and be inclusive of all children
- Avoid labelling of children
- Promote good home-school links, informing parents/carers at an early stage of problems at school, not just for extreme incidents.
- Support parents/carers in coping with behaviour difficulties in school
- Be able to tackle any issues relating to bullying promptly and be supportive of victims in accordance with the school's Anti-Bullying Policy (Appendix A).
- Respond to inappropriate behaviour – it is everyone's responsibility to follow the Behaviour policy and to deal appropriately and consistently with unacceptable behaviour.
- Refer repeated misbehaviour to the Assistant Headteacher, Deputy Headteacher or the Headteacher

CONSEQUENCES

If a child chooses to misbehave, consequences follow and those consequences become progressively more serious. The steps below are followed throughout KS1 and KS2; a more age appropriate approach is in place for children in Early Years. It is essential that all staff follow the agreed steps within the policy consistently; however, it is recognised that serious incidents will go straight to Step 4 or beyond.

Step 1: **Verbal warning** that the behaviour is not acceptable, clarification about which rule has been broken and reminder about what behaviour is expected.

Step 2: **Written warning** (e.g. name on the board)

Step 3: **5 minutes 'Time Out'** spent in the year group partner class *.

– this would usually mean **no Behaviour Merit for the session** **.

If the child refuses to go to another class, the Lower School or Upper School Leader should be informed (move to step 4).

Step 4: **Taken to the Lower School or Upper School Leader**

– this could result in close monitoring of the child's behaviour for the rest of the day (child to report back at the end of each lesson), more 'Time Out' with the Lower School or Upper School Leader, or moving to step 5.

Step 5: **Taken to the Assistant Headteacher or Deputy Headteacher** and Serious Incident Form completed by the adult witnessing the incident.

– this could result in:

- a **Yellow card** being issued, meaning Reflection Time with the AHT or DHT during the next breaktime or lunchtime
- a **Red Card** being issued meaning Reflection Time with the AHT or DHT for one or more days during breaktime(s) and/or lunchtime(s)
- the child having a **Behaviour Report Card** for a set period of time
- a decision to move to step 6

If a Red card is issued, a copy of the Serious Incident Form will go on the child's school record and parents/carers will be contacted. Examples of Red Card behaviours: violence, proven incidents of bullying, racist incidents, defiance or refusal to co-operate, swearing at an adult, leaving school without permission, stealing

Step 6: **Taken to the Headteacher**

– this could result in a **Red Card**, an **after-school detention** or for severe misbehaviour, an **internal exclusion**, a **fixed term exclusion** or the only option for the most extreme behaviour incidents may be **permanent exclusion**. Any exclusions would always be in line with statutory guidance.

Parents/carers will be contacted and may be asked to attend a meeting at the school. Full details of the incident will go on the child's school record.

* For the purpose of consequence Step 3, if it is not possible for the child to go to the year group partner class (e.g. the partner class is out of school) then another nearby class should be approached.

** For children with individual behaviour modification programmes, staff will make it clear exactly what they must do to earn their Behaviour Merit each session.

USE OF BEHAVIOUR MODIFICATION PROGRAMMES

Where a child is clearly not responding to the sanctions then the parent/carer will be contacted and a behaviour modification programme will be agreed.

A variety of strategies are used to support children in modifying their behaviour. The school operates these at three different levels and the emphasis is to encourage the child to take responsibility for their behaviour with support from the adults in school. All appropriate behaviour is rewarded and regular contact is made with home. At the simplest level, this may be a tick/sticker chart, which focuses on modifying one aspect of behaviour and rewards the child for success.

Following discussion with parents/carers, the SENCo will seek advice and support from outside agencies if it is thought that misbehaviour may be as a result of a Special Educational Need. The outcome of such a referral would be incorporated into an individual behaviour modification programme, which would be reviewed termly.

EMOTIONAL SUPPORT FOR PUPILS

We promote emotional health and well-being in many different ways at Greenfields, including provision of the 'Den' and the 'Rainbow Room' as nurture bases, solution focussed anti-bullying work, PSHE education with individuals, SEAL based group work, Circle time and Circle of Friends. We also organise peer support through peer mediators, buddies and playleaders and signpost parents/carers to family support. We have stringent anti-bullying and anti-discrimination procedures (see Appendix A) so that all pupils can feel safe from all types of harassment.

Teaching Assistants trained as 'THRIVE' lead practitioners are available to work with individuals and groups of children who need specific support to improve their behaviour or attendance. They also support children through providing a safe, quiet place for them to talk about any issues that they may be worried about.

RACIAL OR HOMOPHOBIC INCIDENTS

Racial or Homophobic incidents, including name calling, must be reported to the Assistant Headteacher, who will log the incident and report it following Local Authority recommended procedures.

All staff have received anti-discrimination training to develop vigilance, confidence and competency to challenge views and encourage debate.

USE OF REASONABLE FORCE

In very extreme circumstances school staff have the legal power to use 'reasonable force' (an action that involves some degree of physical contact with a child) when some form of control or restraint is necessary to prevent children from:

- committing any offence
- causing personal injury to themselves or others, or damaging the property of themselves or others
- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

In line with government guidance, the use of reasonable force would only be used as a final strategy if other de-escalation techniques were failing to contain an incident and a situation posed an unacceptable risk to anyone involved. Parents/carers will be notified if a serious incident has resulted in the use of reasonable force. This would be recorded in the 'Serious Incident File' held by the Assistant Headteacher.

THE POWER TO SEARCH AND CONFISCATE

In line with government guidance, staff are entitled to search pupils where it is believed that a pupil is in possession of a prohibited item and will comply with statutory guidance in carrying out such searches. Prohibited items can be defined as 'any article that 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 (including the pupil).'

School 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 discipline within the school.

THE USE OF EXCLUSION

Whilst all possible measures will be explored prior to the use of exclusion, the school reserves the right to exclude pupils in accordance with statutory guidance.

If an internal exclusion is given, the child will be given work by their teacher and will work away from the other children supervised by another member of staff.

Exclusion from the school will only be used in circumstances where a serious incident has occurred, usually where the safety of one or more pupils, or staff is compromised. All exclusions from the school are reported to the Local Authority in line with their guidance and Department of Education guidance is followed and consulted for advice. Governors are informed of exclusions and will become involved in appeals made by parents against decisions to exclude. In the event of a permanent exclusion, advice would be sought from the school governors and the Local Authority before proceeding and Department of Education and Local Authority guidance will be followed.

POLICY MONITORING & REVIEW:

The implementation and effectiveness of this policy will be monitored by the Senior Leadership Team and Governing Body throughout the school year; it will be reviewed annually.

The next scheduled review is **July 2019**.

Statement of Intent:

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff.

What Is Bullying?

Bullying is deliberate, offensive, intimidating, malicious, abusive or insulting behaviour which makes the individual feel upset, threatened, humiliated or vulnerable. Bullying involves dominance of one pupil by another, or a group of others, is pre-meditated and usually forms a continued pattern of behaviour.

Bullying can be:

- Emotional - being unfriendly, excluding, tormenting (e.g., taking another's belongings, threatening gestures, abusive notes or graffiti)
- Physical - pushing, kicking, hitting, punching or any use of violence
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact or sexually abusive comments
- Homophobic - because of, or focussing on the issue of sexuality
- Discriminatory – about disability, gender, age or other differences
- Verbal – name calling, sarcasm, spreading rumours, teasing
- Cyber – to do with all areas of internet, such as email and internet chat room misuse. threats by text messaging and calls, misuse of camera and video facilities

Why is it Important to Respond to Bullying?

Bullying hurts. It is different from random acts of aggression and the harmed person can suffer over a period of time. Everybody has the right to be safe and treated with respect. Pupils who are bullying need to learn different ways of behaving.

Prevention

Our school's Behaviour Policy explains how we promote positive behaviour in school to create an environment where pupils behave well, where pupils take responsibility for each other's emotional and social well-being and include and support each other. Our aim is to create a climate where bullying is not accepted by anyone within the school community. Bullying will not be tolerated and we make this clear in the information we give to pupils and parents/carers when they join our school.

We use recognised anti-bullying methods for helping to prevent bullying; these include:

- Having a clear set of school rules and behaviour policy
- Assemblies, collective worship and PSHE lessons to provide ways of making children aware of what bullying is. Themes such as Friendship, Conflict, Power and Trust can be used to deal with the issue.
- Raising awareness through whole school Anti-Bullying Week activities
- Using stories, poems, pictures and role play to show what pupils can do to prevent bullying, and to create an anti-bullying climate in school.
- Having discussions about bullying and why its consequences

- Buddies and play leaders to work on the KS1 and KS2 playgrounds during playtime and lunch time, supporting all children to play together and get involved in games.
- Training peer mentors to play an active role in preventing and stopping bullying in school. Peer mentors can work alongside staff, passing on any relevant information. Buddies can refer children to see a peer mentor if they feel they need to talk.
- ‘Worry boxes’ into which children can put a note if they want to talk about any issues.
- School Council discussions about bullying, e.g. where and when bullying could occur in school so that we can try to eliminate any potentially ‘unsafe’ areas.
- Information on noticeboards to remind pupils what to do if they have any concerns.

Strategies for dealing with bullying

Pupils who have been bullied or have seen others being bullied, should report this to a member of staff. The concern should be logged in the behaviour file. If bullying is of a racist nature, we will also record this using a LA Racial Incident Report Form. All reports of bullying will be taken seriously, investigated thoroughly and followed up by one of our Pupil Support HLTAs, who will regularly check in with the victim to measure whether further support may be needed. Staff are also available at lunchtimes to support the victim and or perpetrator in supervised activities to minimise opportunities for further incidents to occur.

Once the incident has been investigated, we will apply sanctions and inform parents/carers in line with the school’s Behaviour Policy. As detailed in the Behaviour Policy, consequences become progressively more serious, depending upon the individual circumstances. In the most serious cases, the school reserves the right to exclude pupils in accordance with statutory guidance.

Bullying outside the school premises

Our school is not responsible for bullying that occurs off the premises, however we know that bullying can occur outside the school gates and on journeys to and from school. Cyber bullying can also have a huge impact on the welfare of a child.

If a pupil or parent/carer reports bullying off the school premises, we can report this to our local Beat Police Officer who can investigate the issues and take the appropriate action.

Evaluating our policy

The implementation and effectiveness of this policy will be monitored by the Senior Leadership Team and Governing Body, using the following measures:

- The number of incidents that are reported to staff.
- Pupils’ perceptions of bullying in school through structured discussions in class.
- Outcomes from pupils’ PSHE activities.
- Feedback from parent/carer questionnaires.
- Comments made by visitors and other people connected to the school.

All staff, pupils and their parents/carers have an active part to play in the development, maintenance and success of our Anti-Bullying policy.

This policy will be reviewed annually. The next scheduled review is **July 2019**.