Greenfields

Community Primary School, Nursery & Pre-School

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.

A RIGHTS RESPECTING SCHOOL - CULTURE AND ETHOS

The school is a recognised "Rights Respecting School" in line with the guidelines set out by UNICEF. It believes in the fundamental principles set out by the UNCRC and recognises that it is everyone's responsibility within a learning community to act in an acceptable manner to allow everyone within that community to have a right to an education.

In order for the Rights Respecting agenda to be successful within our school we need to influence and educate our community in its widest form. In order to do this we will do the following:

- Educate our community to respect the rights of others – this will be done formally within the first half term in order to make clear to pupils their rights and responsibilities. Many other occasions throughout the year will be used to reiterate this message.
- Put into place effective procedures for tackling and preventing all rights infringements
- Ensure that staff and students possess the knowledge to be able to challenge inequality and injustice.
- Ensure that the physical environment of the school reflects our commitment to implementing the UNCRC and wider principles of global justice and environmental sustainability.
- Actively involve pupils in negotiating and agreeing codes of behaviour (class charters) for their classrooms.
- Create an environment in which students feel valued and listened to, and where differences are valued and respected.
- Give pupils a voice in different aspects of the running of the school.
- Adults ensure that pupils are supported in having a voice.
- Enable pupils to take action in local, national and global issues to support the rights of others.

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:

~ AMAZED - stay curious and follow your dreams... never lose your sense of wonder

~ BRAVE - confront your fears and take a chance... mistakes are the best lessons

~ ORIGINAL - never stop asking questions... seek out the answers

~ BOLD - you are capable of changing a situation... become the explorer of tomorrow

This Behaviour policy is based upon the following principles:

That everybody has rights; a choice to form their own opinion and an entitlement to certain things.

That everybody must be aware of their responsibilities that allow us all to enjoy our rights equally; with rights comes responsibility.

- 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

There are two school rules which provide a clear framework for the expected conduct around school. They are based upon the understanding that all members of our school community have rights which entitle them to learn in a safe environment, but with those rights come responsibilities.

The Rights and Responsibilities Statement 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 two 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 result in a negative consequence.

~ Listen carefully and do as you have been asked.
~ Make good choices.

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 cooperate

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

HOUSE POINTS – to recognise children maintaining the expected standard of conduct behaviour by following the school rules.

ZONES OF REGULATION - develops awareness of feelings, energy and alertness levels while exploring a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. It provides children with an easy way to think and talk about how they feel on the inside and sort these feelings into four coloured 'Zones', all of which are expected in life. Once they understand their feelings and zones, they can learn to use tools/strategies to manage their different 'Zones' in order to meet goals like doing schoolwork or other tasks, managing big feelings, and healthy relationships with others. The simple, common language and visual structure of The Zones of Regulation helps make the complex skill of regulation more concrete for learners and those who support them.
For those children who find regulating their emotions a real challenge they have their own set of resources which includes a mini timer, that they can use when unable to regulate. Once they have completed a regulating activity they will be ready to return to learning.

NAMES ON THE LOGO - when a teacher sees a child demonstrating positive behaviours their name should be moved onto the Greenfields Logo. We want to

reinforce and celebrate positive choices, rather than dwell on negative behaviours. If a child's name is moved onto the logo they should automatically get a Greenfields star. Children in the Early Years use the same school rules and responsibility guidance. Teachers use the language outlined in that document when talking to children about their behaviour choices.

Children who have shown exceptional behaviour and are role models to other children are entered into the 'All Stars...' half termly raffle draw. The All Stars prize is a family treat linked to one of the school value statements- amazed, original, brave, and bold.

Children in Nursery and Pre-school are given a sticker reward when they are demonstrating the school rules. This is in consideration of their developmental ages and stages and reflective of the needs of children in our Early Years setting.

READY FOR THE WORLD AWARDS – Children at Greenfields understand that learning is not defined by the content of their knowledge but combining how they learn with the skill of being able to use what they know; a sense of responsibility and a confidence in their own ability to succeed; essential qualities that will equip them for lifelong learning.

Our Ready for the World Awards are to recognise children who are showing that they are developing positive learning behaviours. Our Ready for the World Awards are progressive statements across the school that focus on four key learning behaviours linked to our school values; amazed, original, brave and bold.

Children can achieve a 'Ready for the World Award' in any area of school life. They receive a special sticker from the Headteacher on that day and a certificate explaining which of the learning behaviours they have demonstrated along with a special mention in the school newsletter. A letter is sent home, so that parents and carers can also congratulate their child.

Greenfields 'Ready for the World' awards.

…be amazed	…be brave	…be original	…be bold
			

Ready for the world in EYFS			
…be amazed	…be brave	…be original	…be bold
			

Responds to significant experiences, showing a range of suitable feelings.	Willing to have a go at new experiences.	Explains own knowledge and understanding and asks appropriate questions of others.	Shows confidence to initiate ideas or try new activities.

Ready for the world in Year 1			
…be amazed	**…be brave**	**…be original**	**…be bold**
			
Recounts experiences and imagines possibilities.	Willing to have a go at even if something is hard.	Uses 'how' and 'why' when trying to find things out.	Listens to each other's suggestions and plans how to achieve an outcome without adult help.

Ready for the world in Year 2			
…be amazed	**…be brave**	**…be original**	**…be bold**
			
Curious about new things and will ask questions to find out more.	Leaves an activity and goes back to it later if it has not been completed.	Thinks of different ideas and possibilities when solving a problem.	Explains why they prefer one of two ideas that are proposed.

Ready for the world in Year 3			
…be amazed	**…be brave**	**…be original**	**…be bold**
			
Carries on and is not put off by change.	Uses a range of strategies to control feelings.	Sees relationships between things and explains ideas to others.	Takes time to consider experiences and what needs to be done next.

Ready for the world in Year 4

…be amazed	…be brave	…be original	…be bold
			
Uses more than one piece of evidence to support their findings.	Manages disappointments and keeps emotions in check.	Sorts information and chooses what is relevant.	Persuades others to accept a proposal even though others may not at first agree with the suggestion.

Ready for the world in Year 5			
…be amazed	**…be brave**	**…be original**	**…be bold**
			
Discusses and debates issues until a sensible compromise is reached.	Accepts constructive criticism from others in a group to enable improvement in performance.	Motivates others to contribute more effectively.	Knows the difference between sensible and fool-hardy risks.

Ready for the world in Year 6			
…be amazed	**…be brave**	**…be original**	**…be bold**
			
Always prepared to explore more than the first possible solution to a problem.	Uses a range of strategies to cope well with additional pressure.	Aware that solutions can depend on an understanding of other issues.	Is able to plan a way through a complex task, anticipating blocks an applying skills to overcome them.

STAR ACHIEVERS' ASSEMBLY

During the last week of Autumn 1, Autumn 2, Spring and Summer, 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 has to fulfil the following criteria:

~ Consistently follows the school rules
~ Good or improved attendance and punctuality.
~ Evidence of fulfilling the school values statements.

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.

VALUES AMBASSADORS – At Greenfields our school values are intrinsically woven through our behaviour policy. Children in Year 6 are made Value Ambassadors to further their responsibility in acting as role models for younger children. From the Value Ambassadors, children will have the opportunity to put themselves forwards as Lead Value Ambassadors. The children will apply and present reasons as to why they demonstrate the value they are looking to represent.

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 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 Senior Leadership Team.

If a child chooses not to follow the school rules, consequences follow and those consequences become progressively more serious. 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 5 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:	**Visual warning** - KS1 & KS2: the child's name is written on the whiteboard. If behaviour persists, move to stage 3, if it does not it is important that the name is removed after 5 minutes.
Step 3:	**Time out of class** - KS1 & KS2: if the child continues to not make the correct choices, they should spend 5 minutes in another class within their phase. There are timers in every class to ensure that they return to their own class after the 5-minute cooling off period.
Step 4:	**Loss of playtime** – if after Step 1, 2 and 3 the child continues to display unacceptable behaviour they will miss their playtime. The child should stay with the class teacher, unless the teacher is on break duty. In this case, they would go to another teacher in their phase**. Parents/carers must be informed by the class teacher at this stage via a phone call**. CPOMS completed by the adult witnessing the incident.
Step 5:	**Reflection** - if there is persistent disruption then the child loses their right to outside playtime/outside lunchtime that day, or the next available day if the disruption occurs in the afternoon. They will instead spend this time in 'reflection' with a member of SLT (GR, ABa, DC, AW). **Parents/carers must be informed by the class teacher via a phone call.** CPOMS completed by the adult witnessing the incident.
Step 6:	**Taken to the Deputy Headteacher** - if disruptive behaviour persists during the same week after Stage 5 and reflection the child should be taken to the Deputy Headteacher/Upper School/Lower School Leader. CPOMS completed by the adult witnessing the incident. – this will result in: - a **behaviour contract** being established with school, child and parents to ensure that children understand their responsibilities. After every lesson the child and the teacher rate the child's behaviour out of 5. At the end of each day, the child takes their form to the DHT/HT to discuss success and any potential barriers. The class teacher shares this with parents/carers at the end of each day. After a week, the child should be able to come off the contract. If disruption continues, the contract continues for a further week. Class teacher and SLT look for patterns in challenging behaviour. Examples of Step 6 behaviours: violence, proven incidents of bullying, racist incidents, defiance or refusal to co-operate, swearing at an adult, leaving school without permission, stealing. In the first instance the behaviour contract will last for the duration of 5 school days before it is reviewed. Parents/carers will be contacted to discuss both the establishment of the contract and also the review. The contract is established with a member of the SLT.

Step 7:	**Taken to the Headteacher** - if an incident is violent, aggressive, a child is persistently disruptive in every lesson and every day and behaviour is not changing – this could result in 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 children with individual behaviour plans, staff will have recorded and shared with parents the document to ensure that children are clear exactly what they must do each day to earn rewards.

USE OF BEHAVIOUR MODIFICATION PROGRAMMES

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

A variety of strategies are used to support children in modifying their behaviour, with an emphasis on ensuring that there are manageable steps which enable them, with support from adults in school, to earn their rewards. 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 in line with the school Rights and Responsibilities principles and rewards the child for success.

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

EMOTIONAL SUPPORT FOR PUPILS

We promote emotional health and well-being in many different ways at Greenfields, including a strong link throughout the curriculum to the outdoors. 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 and solution focussed anti-bullying work. They also support children through providing a safe, quiet place for them to talk about any issues that they may be worried about. We also organise peer support through the Value Ambassadors and Lead and Deputy Lead Value Ambassadors. We have stringent anti-bullying and anti-discrimination procedures (see Appendix A) so that all pupils can feel safe from all types of harassment.

RACIAL OR HOMOPHOBIC INCIDENTS

Racial or Homophobic incidents, including name calling, must be reported to the Assistant Headteacher, who will log the incident on CPOMS 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 restrain 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 on CPOMS.

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 **September 2026**

APPENDIX A: ANTI -BULLYING POLICY

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 premeditated 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 the 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
- Training Values Ambassadors (VA)to play an active role in preventing and stopping bullying in school. VAs can work alongside staff, passing on any relevant information.
- 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 **September 2027.**