

Greenfields Federation

Littlehaven Infant School and Northolmes Junior School



Growing Together, Aiming High

Our vision at Greenfields Federation is that we will work together as a community to ensure all pupils achieve their best and everyone feels valued and respected. We will prioritise the well-being of our children and have high expectations for behaviour. We will create an inspiring and motivating learning environment where all children can deepen their knowledge, acquire new skills and develop as well-rounded, happy, confident individuals.

Behaviour Policy

Review date:	September 2023
Ratified by the Governing Body:	
Next review:	September 2024 (or before if guidance changes)

Governors Statement of General Principles with Regard to Behaviour of Pupils

This statement has been drawn up in accordance with the Education and Inspection Act 2006 and the Department for Education (DfE) Guidance for Governors on Behaviour and Discipline in Schools, September 2015.

The purpose of the statement is to provide guidance to the Headteacher in drafting the school's Behaviour Policy so that it reflects the values of the school and the shared aspirations of governors, parents/carers of pupils, staff and pupils at the school. It also highlights appropriate legislation and guidance which need to be reflected in the policy.

The Full Governing Body of Greenfields Federation firmly believes that all members of the school community should feel valued and respected and that pupils have the right to learn in a safe and secure environment which safeguards the physical and emotional well-being of all. This is everybody's responsibility.

Rationale

The purpose of this policy is to establish and maintain a whole school approach to positive behaviour, which will encourage mutual respect between members of the school community.

2.1 General Philosophy

This policy is intended to create a happy, caring, secure and stimulating learning environment where everyone will be encouraged and inspired to do their very best. We believe that high-quality teaching promotes effective learning and outstanding behaviour. We endeavour to work together with parents and staff for the mutual well-being of all who are connected with the school. In working together as a community we seek the best for the children in our care and see the behaviour policy as a part of this goal.

Our emphasis will be on recognising and celebrating effort and success, so that all pupils feel valued. We will teach pupils to take responsibility for their own actions, to understand the consequences of their choices and to become responsible citizens for the future.

We will adopt a zero tolerance approach to child-on-child abuse, bullying, racism and all other forms of discrimination by adults or pupils, and any such incidents will be dealt with promptly and firmly.

There are two basic principles upon which our behaviour policy is based:

- We believe it is our duty to promote and encourage positive behaviour, not just react to that which is unacceptable
- We believe that when a child demonstrates unacceptable behaviour, it is the behaviour which is unacceptable not the child

Everyone at Greenfields Federation has a part to play in the promotion of high standards of behaviour. It is important that our clear code of conduct is reinforced by a balanced combination of rewards and consequences within a secure and positive environment. We display our core School Rules around the school and these are discussed with the children.

Our School Rules

- **Be respectful**
- **Be kind**
- **Be ready**

Through these three rules we will demonstrate our core values of **respect, independence, perseverance, being reflective and working together.**

These three core school rules will be the basis of all behaviour around school but may be explained in more detail in different settings, eg classroom, playground, assembly hall.

De-escalation

At Greenfields Federation we believe in the importance of consistency and of teaching internal, rather than imposing external, discipline. Our behaviour management focuses on care and control, not punishment. It uses techniques to de-escalate a situation before a crisis occurs and, where a crisis does occur, it adopts techniques to reduce the risk of harm. Our behaviour policy supports these principles.

Our Behaviour Management System

At Greenfields Federation we believe in the benefits of a positive behaviour management system which promotes positive reinforcement. We strongly believe in separating the behaviour from the child. We encourage the children to recognise and understand how to make good choices, whilst ensuring we always value the child and their self-esteem.

We never tell children that they are naughty or rude; we make it clear that it is the behaviour that is not acceptable and that working together we have the power to change this. We believe in empowering the children to be able to make these positive changes with our support.

At Littlehaven Infant School and Northolmes Junior School, to encourage positive behaviour we use Dojo points in every classroom. Children can earn Dojo points for demonstrating positive behaviour and attitudes. These can be given out by all staff around school to children showing good manners and behaviour. As we believe in positive behaviour management, once a child has earned a Dojo point, this will then stay for the day. It cannot be taken away for making a poor choice. Dojo points will accumulate through the week before being re-set the following Monday.

The Dojo points will then be added up each week to see which house has collected the most points. The winning house will be announced in the Friday Celebration Assembly.

For outstanding effort and behaviour at Littlehaven, a child may receive one of the following:

- A special sticker from a member of SLT
- Work displayed in the Headteacher's Office

- A certificate in the Friday Celebration Assembly

For outstanding effort and behaviour at Northolmes, a child may receive one of the following:

- A golden mention in Friday assembly (for excellent work or behaviour)
- A special sticker from a member of SLT
- Work displayed in the Headteacher's Office
- Individual class based reward systems used alongside Dojo points such as marbles in a jar or 'lucky dip'.

Managing Unacceptable Behaviour

Despite focusing on rewarding positive behaviour, we recognise that at times children may need extra support to follow our school rules.

Sanctions will be used in a balanced way and will focus on the act and not the child. Children should be helped to understand why their behaviour is not acceptable. A distinction has to be made between developmental behaviour and persistently unacceptable, challenging and inappropriate behaviour. All staff have a responsibility to value the process of learning how to behave appropriately and support children to become a positive member of our school community.

Behaviour Steps

Greenfield Federations 5 stages of unacceptable behaviour are displayed in all classrooms for staff use to ensure consistency across the Federation.

It is essential that all immediate sanctions are directly related to the incident that has occurred and will provide a reflective learning experience to support the child. For example if the incident took place in P.E., the child may miss 5 minutes of the P.E. lesson to reflect and discuss their choices and what they would do next time. Our Federation believes that all children should be supported in all aspects of their development and that all experiences should be ones that they can learn from. Whenever using a sanction it is important to reflect and/or model the positive behaviour required of the child and ensure that they understand that it is the unacceptable behaviour that is rejected and not the child.

Greenfield Federation's 5 Stages of Unacceptable Behaviour

	<u>Examples of behaviours</u>	<u>Actions</u>	<u>Consequences</u>
		<i>Remember to always consider underlying causes of behaviour and the context rather than the behaviour in isolation</i>	
1	<ul style="list-style-type: none"> • Calling out • Interrupting a member of staff • Talking at inappropriate times • Running inside • Rocking on chair • Constant fiddling • Playing in an unsuitable area • Not letting others join in a game 	<ul style="list-style-type: none"> • Eye contact from staff • Praise the positive behaviour in the nearby area • 'Catch' the child following the behaviour rules • Reminder of the expectations "Walking inside thank you." 	No direct consequence at this stage

2	<ul style="list-style-type: none"> • Persistent stage 1 behaviours • Refusal to do work or follow instructions • Inappropriate one off comment to a member of staff • Pushing or shoving in the line • Name calling • Wasting of learning time e.g. wandering about • Disrupting others' learning or games • Playing games that are not age appropriate 	<ul style="list-style-type: none"> • Verbal reminding of expectations in the classroom • Reminders of being respectful towards adults • Praise the positive behaviour in the nearby area • Reminder of how to play nicely with other children • Discussion about age appropriate games 	<ul style="list-style-type: none"> • Move to another place in the class to do work • Asked to change the game that is being played • Verbal apology if behaviour has affected a member of staff or a child
3	<ul style="list-style-type: none"> • Persistent stage 2 behaviours • A one-off incident of lashing out at another child, where the other child is not hurt • Throwing objects that could hurt someone • Deliberately damaging property • Leaving the classroom without permission • A one-off incident of being verbally unkind to another child • One off swearing that is not directed at a person 	<ul style="list-style-type: none"> • Reflection time with member of staff (usually class teacher but SLT if serious physical or verbal incident). Consequence to be directly linked to the action • Motivational chart to monitor behaviours 	<ul style="list-style-type: none"> • 3 consistent warnings • Move to another class for reflection time if needed • Parents/carers notified by class teacher • 5 minute 'timeout' with a member of staff during break time or lunchtime for minor incidences (The child will stand with the staff member on duty before joining back in once).
4	<ul style="list-style-type: none"> • Persistent stage 3 behaviours • Attempting to leave the school grounds • Physically hurting someone-hitting/ kicking/ pinching/ biting • Violent behaviour towards others • Language which offends or which is discriminatory • Threatening behaviour • Child-on-child abuse/ bullying 	<ul style="list-style-type: none"> • SLT involvement • Introduce a risk assessment including an individualised behaviour plan • Incident recorded on CPOMS (or record of concern form if it is not possible to access a computer) • Arrange meeting with parents • Possible multi-agency involvement • Individual strategies to be put in place to address child-on-child abuse/ bullying 	<ul style="list-style-type: none"> • Removal of specific privileges ie football, representing the school • Missing playtime or lunchtime as appropriate • Internal seclusion if needed • Possible suspension depending on severity of the incident
5	<ul style="list-style-type: none"> • Persistent stage 4 behaviours • Persistent bullying or child-on-child abuse despite 	<ul style="list-style-type: none"> • See extreme behaviour section of this policy 	<ul style="list-style-type: none"> • Suspension • As a last resort, permanent exclusion

	strategies in place to address this		
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The class teacher and, in some cases, a member of SLT, must be kept informed of incidents.

Name calling and behaviour (which may be persistent) is recorded on CPOMs as part of our monitoring system.

All staff will be informed of any continuing concerns about a child's behaviour or well-being on a weekly basis.

Child-on Child Abuse and Bullying

At Greenfields Federation we hold a zero tolerance approach to any form of child-on-child abuse or bullying. We firmly believe that preventing, raising awareness and consistently responding with this approach to any cases of child-on-child abuse or bullying should be our utmost priority to ensure the safety and emotional well-being of all our pupils.

We believe that children have a right to feel that they are safe from verbal, physical and emotional harassment when they come to school and recognise that child-on-child abuse or bullying in any form can have a potentially damaging and long-lasting impact on the mental health and emotional well-being of children and young people who experience it. We understand that child-on-child abuse and bullying can happen at any age, and can happen both inside and outside school, including online.

Please see the school's Child-on-Child Abuse and Anti-Bullying Policy for more information.

Children who engage in inappropriate behaviour towards other children will be managed as described in the school's policy on child-on-child abuse and bullying including, if necessary, the severest sanctions. Racial abuse will not be tolerated (see separate Race Equality Policy). Incidents of child-on-child abuse, bullying or racism are to be recorded on CPOMs and also reported in summary form to the governing body.

Monitoring Behaviour

All behaviour incidents at Stage 3 above will be logged on CPOMS. This will allow SLT to monitor incidents and challenge emerging trends or issues robustly.

Extreme Behaviour

The staff and governors will not tolerate any extreme breaches of the school's expectations. Extreme breaches of the school's expectations, including persistent Stage 4 behaviours, may require more drastic measures and must involve the Headteacher or Assistant Headteachers so that a record can be made of the observed behaviour or incident.

Individual strategies will sometimes need to be implemented to support particular children. This may include the use of clear targets with specific rewards, alternative rewards or consequences and the use of outside agencies (see Multi-agency assessment).

Parents/carers will be continually involved in supporting the school in managing their child's behaviour. It may also be appropriate to complete a Behaviour Support Plan where deemed necessary.

Suspensions and Permanent Exclusions

Greenfields Federation strongly agrees that for the vast majority of pupils, suspensions (used to refer to an exclusion for a fixed period) and permanent exclusions may not be necessary, as other strategies can manage behaviour. However, Greenfields Federation also believes that if approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff are protected from disruption and can learn in safe, calm, and supportive environments.

Any suspension or permanent exclusion will follow the steps set out in our Suspension and Permanent Exclusions Policy.

This policy is considered in conjunctions with the following policies:

- Child and Child Abuse and Anti-bullying
- E-Safety
- Suspension and Permanent Exclusion Policy

Multi Agency Assessment for Pupils who display Continuous Disruptive Behaviour

Where the school has concerns about a pupil's behaviour, it will attempt to identify whether there are any causal factors and intervene early in order to reduce the need for a subsequent exclusion. In these circumstances the use of a multi-agency assessment for pupils who demonstrate persistent disruptive behaviour will also be considered. Early Help can be offered to families of children and young people considered to be in need of additional support. Other agencies may include Fair Access, Social Services, Health Services, Educational Services, Advisory Teachers, Outreach Services and the police.

Restrictive Physical Intervention

"Restrictive Physical Intervention" (RPI) is the term used to describe interventions where the use of force to control a person's behaviour is employed using bodily contact. It refers to any instance in which a teacher or other adult authorised by the Headteacher has to use "reasonable force" to control or restrain pupils in circumstances that meet the following legally defined criteria.

- To prevent a child from committing a criminal offence (this applies even if the child is below the age of criminal responsibility)
- To prevent a child from injuring self or others
- To prevent or stop a child from causing serious damage to property (including the child's own property)

There is no legal definition of "reasonable force". However, there are two relevant considerations:

- The use of force can be regarded as reasonable only if the circumstances of an incident warrant it;
- The degree of force must be in proportion to the circumstances of the incident and the seriousness of the behaviour or consequences it is intended to prevent

Restrictive Physical Interventions will be used when all other strategies have failed, and therefore only as a last resort. All staff should focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies. However there are other situations when physical handling may be necessary, for example in a situation of clear danger or extreme urgency. Certain pupils may become distressed, agitated, and out of control, and need calming with a brief Restrictive Physical Intervention that is un-resisted after a few seconds. The safety and well-being of all staff and pupils are important considerations. Under certain conditions this duty must be an over-riding factor.

Please refer to the Use of Reasonable Force Policy for more information.

Pupils' Conduct Outside The School Gates- Teachers' Powers

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

The school will respond to all non-criminal undesirable behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils.

Teachers may discipline a pupil for:

Any misbehaviour when the child is

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

In the first instance the incident will be reported to the Head teacher who will make a decision as to whether or not further action should be taken. The incident will be investigated in the same manner as other serious incidents of misbehaviour such as racist incidents and bullying. Sanctions used by the school for discipline are set out in the Sanctions section above. It may also be necessary to meet with parents/carers and involve outside agencies if appropriate.

Searching, Screening and Confiscation

Although teachers at Greenfields Federation recognise the young age of the pupils and do not intend to search them, it is important to recognise that members of staff do have the power to search without consent for 'prohibited items,' including stolen items and weapons of any kind.

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 school discipline. School staff will only ever search pupils with another member of staff present and will never search pupils in an intimate way without a parent present. A member of SLT will always contact parents beforehand if they feel a search of this nature is necessary.

Pastoral Care for Staff Accused of Misconduct

As employers, schools and local authorities have a duty of care towards their employees. Any allegation of misconduct will always be referred to the LADO as per our safeguarding policy. It is important that schools provide appropriate pastoral care to all members of staff. Any staff that has a malicious accusation made against them shall be given support and counselling where necessary. Staff shall be interviewed to determine the circumstances and parents of the pupil shall be kept informed throughout. Often pupils have made the accusation as a result of an unmet need and don't realise the serious consequences of their actions. Where necessary outside agencies will be consulted.

Review

These procedures should be reviewed on an annual basis to ensure consistency of approach.