

Greenfields Federation

Littlehaven Infant School and Northolmes Junior School



Behaviour Policy

Review date: September 2019
Ratified by the Governing Body: 24th September 2019
Next review: July 2020 (or before if guidance changes)

Governors Statement of General Principles with Regard to Behaviour of Pupils

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 well-being of all. This is everybody's responsibility.

The purpose of this 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.

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.

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.

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 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 Learning Charter around the school and this is discussed with the children.

Our Learning Charter

Our Learning Charter is taken from our 'Jigsaw' PSHCE scheme.

Our rights

We have the right to:

- Learn
- Be respected and treated fairly
- Be heard
- Feel safe

Our responsibilities

We have the responsibility to:

- Allow others to learn
- Respect others and treat them fairly
- Listen to others
- Keep others safe

Teachers may also develop their own set of class rules with the children in their class, using the Learning Charter as basis.

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.

As we recognise the different ages of the children at the two schools, we have different reward systems in place.

At Littlehaven Infant School, to encourage positive behaviour we use the smiley face system. Children can be placed on the smiley face for demonstrating positive behaviour and attitudes. If a child is placed on the smiley face more than once throughout the day, they will earn a 'well done' sticker that they can take home.

In addition, for outstanding effort and behaviour 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

At 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. Parents will also be able to see how many Dojo points their children have collected throughout the week.

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.

In addition, for outstanding effort and behaviour a child may receive one of the following:

- A golden mention in Friday assembly (for excellent work or behaviour)
- Golden tickets sent home (for demonstrating excellent 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 – In class

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>
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 	<p style="text-align: center;"><i>Remember to always consider underlying causes of behaviour and the context rather than the behaviour in isolation</i></p> <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."
2	<ul style="list-style-type: none"> • Persistent stage 1 behaviours • Refusal to do work or follow instructions • Cheeky one off comment to a member of staff • Pushing or shoving in the line • Name calling • Wasting of learning time e.g. wandering about 	<ul style="list-style-type: none"> • Verbal reminding of expectations • Praise the positive behaviour in the nearby area • Move to another place in the class to do work
3	<ul style="list-style-type: none"> • Persistent stage 2 behaviours • Physically hurting someone- hitting/ kicking/ pinching/ biting • Throwing objects that could hurt someone • Deliberately damaging property • Leaving the classroom without permission • Provoking or goading 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 • Move to another class for reflection time if needed • Parents/carers notified • Motivational chart to monitor behaviours
4	<ul style="list-style-type: none"> • Persistent stage 3 behaviours • Attempting to leave the school grounds • Violent behaviour towards others • Offensive language regarding disability/ gender/ race • Bullying 	<ul style="list-style-type: none"> • SLT involvement • Introduce an individualised behavioural plan. • Internal seclusion • Arrange meeting with parents • Possible multi-agency assessment • Individual strategies to be put in place to address bullying
5	<ul style="list-style-type: none"> • Persistent stage 4 behaviours • Persistent bullying despite strategies in place to address this 	<ul style="list-style-type: none"> • See extreme behaviour • Exclusion

Bullying of any kind is unacceptable at Greenfields Federation. The new definition of bullying describes a bully as ‘*a person who habitually seeks to harm or intimidate those whom they perceive as vulnerable*’. 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 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. Please see the school’s 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 bullying including, if necessary, the severest sanctions. Racial abuse will not be tolerated (see separate Race Equality Policy). Incidents of bullying or racism are to be kept in the office log book and also reported in summary form to the governing body.

Behaviour Steps– On the playground

The 3 steps procedure

The '3 steps' has been adopted by the school as a way for children to help tackle unwanted behaviour from other children including their friends whilst in the playground.

The 3 steps are:

Step 1: Say to the person doing the unwanted behaviour PLEASE STOP. I DON'T LIKE IT.

Step 2: If the behaviour continues, child says PLEASE STOP OR I WILL TELL THE TEACHER / ADULT.

Step 3: If the behaviour still continues then the child TELLS AN ADULT.

Adults will ask if they have followed the 3 steps procedure first and then will deal with incidents and make a decision based on the guidance below. 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 in the class teacher’s well-being log 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.

	<u>Examples of behaviours</u>	<u>Actions</u>
1	<ul style="list-style-type: none"> • Interrupting a member of staff • Not letting others join in a game • Getting silly or over-excited • Shouting • Playing in an unsuitable area 	<ul style="list-style-type: none"> • Eye contact from staff • Staff move nearer to the child • Praise the positive behaviour nearby • Reminder of the expectations • ‘catch’ the child following the behaviour rules
2	<ul style="list-style-type: none"> • Persistent stage 1 behaviours • Refusal to follow instructions • Pushing or shoving • Name calling • Disrupting games 	<ul style="list-style-type: none"> • Verbal reminding of expectations • Praise the positive behaviour in the nearby area • Move child to another part of the playground • 5 minute ‘timeout’ with a member of staff or against the wall.
3	<ul style="list-style-type: none"> • Persistent stage 2 behaviours • Physically hurting someone- hitting/ kicking/ pinching/ biting • Throwing objects that could hurt someone • Deliberately damaging property • Leaving the playground without permission • Provoking or goading another child • One off swearing that is not directed at a 	<ul style="list-style-type: none"> • Engage with the child and discuss problem and solutions • Reflection time with a member of staff (usually the class teacher) – consequence to be directly linked to the action • Parents/carers notified • Motivational chart to monitor

	person	behaviours <ul style="list-style-type: none"> Loss of break time/ time spent with adult on duty at breaktime (age appropriate)
4	<ul style="list-style-type: none"> Persistent stage 3 behaviours Attempting to leave the school grounds Violent behaviour towards others Offensive language regarding disability/ gender/ race Bullying 	<ul style="list-style-type: none"> Sent inside to SLT and loss of rest of break/lunch Introduce an individualised behavioural plan Loss of following day's break and lunch times (including eating away from others) Arrange meeting with parents Possible multi-agency assessment Individual strategies to be put in place to address bullying
5	<ul style="list-style-type: none"> Persistent stage 4 behaviours Persistent bullying despite strategies in place to address this 	<ul style="list-style-type: none"> See extreme behaviour Exclusion

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 Headteacher(s) so that a record can be made of the observed behaviour or incident. In the case of bullying and racist remarks, the school adopts the West Sussex County Council policies.

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.

Exclusions

If a child's behaviour poses a serious threat to the wellbeing of staff/ children, or is having a sustained and considerable impact on the learning of their classmates, then it may be necessary for the school to exclude a child. This will always be carried out in strict accordance with the County Guidelines and after all possible alternatives have been considered. In such instances, the child's parent/carer will be informed in writing of the reasons for the exclusion, length of exclusion, steps taken to avoid exclusion and how to appeal the decision. Work arrangements will be made so that the child does not fall behind their classmates and a full re-induction plan will be put in place and explained to the child at the first possible opportunity on their return to school. Our school is very successful in avoiding the need to exclude, using this as a sanction of last resort.

For further information please refer to the School Anti-Bullying Policy. This policy will be considered in conjunction with the following policies:

- Anti-bullying
- E-Safety

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 Education Welfare, Social Services, Health Services, Educational Services, Advisory Teachers, Outreach Services and the police.

Use of Reasonable Force

"Use of Reasonable Force" 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

Use of Reasonable Force 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. 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.

Pastoral Care for Staff Accused of Misconduct

As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to all members of staff. Any staff that has a malicious accusation made against them relating to school 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.