Greenfield Primary School
OVERARCHING BEHAVIOUR POLICY

GREENFIELD PRIMARY SCHOOL

OVERARCHING BEHAVIOUR POLICY

1.   Rationale

This document provides a framework for the creation of a happy, secure and orderly environment in which children can learn and develop as caring and responsible people. It is written for all members of the school community to allow each one to understand the policy of the school and to apply it consistently and fairly, with the aim:

- To ensure a safe, caring and happy school
- To promote self discipline and consideration of others
- To ensure appropriate behaviour and language throughout the school
- To encourage and praise greater effort in both work and behaviour
- To ensure a whole school approach to discipline which is used and approved by all the staff in the school – teaching and non-teaching staff
- To provide a system of rewards to encourage good behaviour
- To try and reverse continuous and habitual offenders by using assertive discipline techniques
- To promote good citizenship
- To prevent bullying
- To ensure that parents are informed and are aware of the disciplinary procedures

2.   School Behaviour Principles Statement

At Greenfield Primary School we expect children to be polite, cooperative and considerate of others. Members of staff are committed to creating a school environment where these qualities are seen to be important and are positively encouraged. Everyone has the right to be safe at school. Every child has the right to learn but no child has the right to disrupt the learning of others.

The establishment of a sound, positive and caring ethos is an essential prerequisite for learning. It depends upon trusting relationships and a process of co-operative team work and the school welcomes and encourages the involvement of the LA, governors, parents and carers and others in the community.

3.   Responsibilities

All members of the school community – teaching and non teaching staff, parents, pupils and governors, work towards the school aims by:

- Working as a team, supporting and encouraging each other
- Providing a well ordered environment in which all are fully aware of behavioral expectations
- Treating all children and adults as individuals and respecting their rights, values and beliefs,
- Fostering and promoting good relationships and a sense of belonging to the school community
- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures

- Encouraging, praising and positively reinforcing good relationships, behaviours and work,
- Rejecting all bullying or harassment in any form
- Helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom, and applying these consistently
- Caring for, and taking pride in, the physical environment of the school

4. Implementation

Implementation of this overarching behaviour framework is delivered through the following key policies and work programmes that supports children to understand the expectation from the school in terms of their behaviour and its impact on others:

- Anti Bullying Policy (including charter and information for pupils and staff) within this policy document
- Behaviour for Learning Policy, within this policy document
- Safeguarding policy
- Online Safety policy
- Equal opportunities policy
- Healthy Schools and Personal Social Health Education curriculum
- Supporting materials / guidance (see also links to websites)

5. Classroom Behaviour Strategies

We are Ready to learn - know that you have the right mindset and are demonstrating fantastic learning behaviours

- I sit still
- I listen carefully to the teacher
- I give the teacher 100% of my attention
- I track the speaker
- I can tolerate others
- I work hard on tasks given
- I am in the right place at the right time
- I do my best and let others learn
- I follow instructions from teachers and other staff

We are respectful to each other and school property- know that if you respect someone you have a good opinion of their character or ideas

- I say please and thank you
- I hold doors open for adults and pupils
- I talk kindly to other pupils
- I say good morning/good afternoon to adults
- I look after the equipment in my classroom
- I look after the books I am given to read
- I respect other people's personal space (their bubble)
- I respect other people's opinions and differences
- I treat others with consideration and respect

Keep ourselves safe in and out of school and online

- I walk sensibly around school
- I move around the school calmly and quietly
- I look after my school belongings
- I tidy up
- I line up quietly and calmly in and around school
- I line up in the playground- I stop on the first whistle and walk to the line on the second whistle
- I make safe choices on the playground with people and equipment
- I sort out difficulties appropriately, seeking adult help if needed

These stages may be adapted based on a child's individual needs, context of the behvaiour, previous actions, support and agreements.

BEHAVIOUR PATHWAY

STAGE	ACTION	OTHER DETAILS
WHOLE CLASS REMINDER	Remind all class about the behaviour expectations- **Be Ready, Be Respectful, Be Safe** Present this as fact!	'At Greenfield we….' Good class teachers are aware of any needs and quickly establishes a relationship with pupils.
Stage 1	Gentle encouragement, a 'nudge' in the right direction.	E.g. a look calmly say their name positive proximity praise to a pupil who is doing the right thing
Stage 2	Bring attention to the behaviour and remind about what is expected.	Verbal or visual reminder Gentle Approach, use pupil's name, pupil level, eye contact, deliver message I noticed you chose to …… (noticed behaviour) This is a REMINDER that at Greenfield we need to be - (Ready, Respectful, Safe) You now have the chance to make a better choice, just like you did (remind of a time when they did what you need them to do now) Thank you. Example – "I notice that you're running. You are breaking our school rule of being safe. Please walk like you did this morning. Thank you.'' Remember that at Greenfield we walk sensibly around the school.
Stage 3	Remove to another area and remind of expected behaviour	I noticed you chose to …… (noticed behaviour) This is the second time I have spoken to you. If you choose to break the rule again you leave me no choice but to ask you to leave the room / go to the quiet area / thinking chair ……. (pupil's name). Do you remember when ……………. (Reminder of previous positive behaviour) That is the behaviour I expect from you. Think carefully. I know that you can make good choices Thank you.

TEACHER JUDGEMENT	Staff to use own judgement for low-level behaviour/ non-completing of work.	Staff to use the discretion and understanding of the pupil. E.g. losing some play, phone call to parent
TIME OUT GIVEN FOR SELF-REGULATION	Thinking/calm time - 5 minutes Learning can continue as they can still hear to teacher input. Use this as an opportunity for teacher and pupil. Check whether the pupil requires an additional period of time to calm. If ready to rest, go back into learning. If not ready, offer more time and then return to learning.	Use Zones of Regulation of Emotion coaching script: ' I am wondering…'
SENT TO ANOTHER ADULT	Do not talk about behaviour in front of the class. Pupil stays out of the classroom for an appropriate period of time. If moved to another adult they need to be told the antecedent (not in front of the pupil).	'I noticed you …… (noticed behaviour) You have chosen to/need to…' Teacher to choose the appropriate step • Wait outside the classroom/go to quiet area • Go to sit with other class • Pastoral/ TA • Key Stage Lead • Go to sit with a Senior Leader • Go to HT's office ' I want you to go to .. to calm. When you are ready come back or I will come and collect you.
RESTORATIVE CONVERSATION	Supported by SLT if required	FOLLOW UP, REPAIR AND RESTORE - 1. What happened? (Neutral, dispassionate language) 2. What were you feeling at the time? 3. What have you felt since? 4. How did this make people feel? 5. Who has been affected? What should we do to put things right? How can we do things differently? 6. Ask the pupil if they have anything they want to say.

ANTI-BULLYING POLICY

1. Statement of Intent

We aim to develop children's innate character through carefully designed and implemneted whole-school values, through our daily ethos, through the dignity of positive relationships between adults and children and though our high expectations.

We at Greenfield Primary School are very aware of the possible consequences of bullying and through this policy and practice we strive to address the negative effect that such experiences may have on both pupils and staff within the school. Greenfield is 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 is anti-social behaviour; it is unacceptable and will not be tolerated at our school. Bullying is a form of behaviour that impacts on the emotional health and well-being of all involved.

This policy was developed from consultation with staff and governors and is written in line with the DfE guidance "Preventing and Tackling Bullying: Advice for School Leaders, staff and Governing Bodies' (July 2017) and with advice and support from the Leicestershire Anti-Bullying Team. Through this policy we strive to ensure that the principles of the DfE Bullying Charter are lived so that we build a school community where bullying is not tolerated.

(This Policy is also supported by our Behaviour for Learning Policy/Guidance for teaching staff).

2. What is bullying?

Bullying is present to a greater or lesser extent in all institutions. **All** members of the school community deserve the right to feel valued, equal and respected and be able to come to school without fear. Bullying has a serious effect on a person's self esteem, emotional and mental health, which in turn prevents them from developing their full potential and can seriously affect their life chances. Our school's definition of bullying is:

Bullying can be defined as an abuse of power by one or more people through repeated intimidating or aggressive behaviour with the intention to cause emotional or physical harm to another person. Bullying can be largely defined as deliberately hurtful behaviour, repreated over a period of time. Where it is difficult for those being bullied to defend themselves. This is also known as Several Times on Purpose – **STOP**.

It can be:

- **Physical** – hitting, kicking, stealing or hiding or damaging someone else's belongings

- **Verbal** – name calling, insults, offensive remarks, threatening language

- **Indirect psychological/emotional** – spreading rumours or stories, exclusion from games, tormenting, humiliating, excluding from social groups, gesturing, body language

- **Cyber** – use of electronic devices, including mobile phones, and social net-working sites on the internet to deliberately upset someone, including offensive or abusive text or internet messages. For this reason, our school's policy is that pupils should not have access to mobile phones in school.

- **Child on child abuse** - bullying (including cyberbullying, prejudice-based and discriminatory bullying) and physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)

Bullying, in any form, will not be tolerated at our school. This includes cyberbullying, through the use of the internet, interactive and digital technologies and mobile phones. As a *listening and telling* school we are committed to the creation of positive and safe learning environments for all.

In particular, children should expect to:

- be able to grow and develop in safety and free from prejudice and discrimination
- be listened to and have their views taken into account
- be treated with respect
- belong to and be valued in their community
- see their needs and interests at the heart of everything we all do.

We recognise that some groups of pupils may be more vulnerable to bullying because of:

- Race, religion or culture
- SEN or disability
- Appearance or health conditions
- Homophobia or biphobia
- Gender identity (including transphobia)

We also acknowledge that staff can be bullied. We will not accept the bullying of a member of staff by any child, parent/carer/relative or other member of staff. If incidents do occur they should be reported to the Head teacher in line with our Whistleblowing Policy.

3. **Signs and Symptoms**

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- Is unwilling to come to school
- Begins to truant
- Feels ill in the morning or before a particular lesson, or claims to feel ill
- Becomes withdrawn, anxious of lacking in confidence
- Stops eating
- Sudden deterioration in quality of work or homework
- Becomes very emotional and tearful
- Becomes aggressive, disruptive or unreasonable

- Has unexplained cuts and bruises
- Is frightened to say what's wrong
- Is afraid to use the internet or mobile phone
- Is nervous and jumpy when a cyber-message is received

4. Aim and Purpose

- To promote the school's aims and values.
- To develop a positive and safe learning environment in which bullying will not be tolerated.
- To promote inclusion, mutual respect, self-esteem and self worth in order to meet the physical, emotional and mental health needs of all members of the school community.
- To raise the standards of behaviour and levels of achievement of all.

5. Roles and Responsibilities

- It is recognised that anyone can be a bully or a victim and that bullying can take many forms.
- It is recognised that the Head teacher and Governing Body have a statutory responsibility for school behaviour and discipline, but that all members of the school community accept collective responsibility for the successful implementation of this policy.
- Pupils and parents are encouraged to report all incidents of bullying, whether they are victims or bystanders.
- All staff will respond to pupil, staff or parental concerns and support the agreed procedures.

6. Preventing Bullying

Bullying hurts. No one deserves to be a target of bullying. Everybody has the right to be treated with respect and dignity. Pupils who are bullying need to be helped to learn different ways of behaving. The strategies employed must impact upon the lasting behaviour of all children within the school. Through the following preventative strategies and planned curricular opportunities we hope to lay the foundations of positive behaviour and to eliminate bullying before it becomes an issue.

These include:

- We are a *listening and telling* school. **Tell someone about it!**
- **STOP – S**everal **T**imes **O**n **P**urpose
- **STOP - S**peak **T**o **O**ther **P**eople. This is the message that will be promoted at all times and with all audiences. There is an agreed collective responsibility to address any incidents of bullying observed.
- All adults at school take reports of bullying seriously and will act upon it. You can also tell a trusted friend who will inform an adult in school.
- We expect bystanders (children, school staff and parents/carers) to tell an adult in school. These messages are regularly reinforced within our assesblies, curriculum and whole school events such as Anti-Bullying week.
- The issue of bullying will be raised annually in order to maintain awareness of the issue through school assemblies and class discussions, with particular reference to Anti-bullying week. On request, a copy of the school policy will be sent home. This will be discussed in class with all pupils so they understand the school's policy of zero tolerance of bullying and their role in making it a success. A pupils' version will be available in the classrooms.

- Weekly Personal Social Health Education (PSHE).
- Every opportunity to promote whole school initiatives such as an anti-bullying day, theatre productions and external speakers will be taken.
- The School Council will include bullying as an agenda item regularly.
- Peer support systems for students will be promoted and training provided for both staff and students.
- The Learnng and Wellbeing governing sub-committee and senior leadership team (SLT) will monitor bullying via questionnaires on bullying through pupil consultation (school and class).
- Bullying will be addressed within the PSHE and Citizenship Curriculum.
- All staff will receive training on the identification, prevention and management of bullying. Procedures for dealing with a bullying incident will be included in the staff handbook. Positive role models will be reflected through staff behaviour.
- National Healthy Schools Status.
- Dinner ladies award system.
- Anti-bullying award.
- Reward system for positive behaviour.
- Bullying Charter prominently displayed.
- Circle time – opportunities for children to discuss sensitive issues.
- A safe environment.
- Worry box – placed in an agreed place within the school that all children can access in a discreet way.
- Buddy system – Trust team (years 5 & 6), Buddies year 5 and Prefects/helpers.
- Social and Emotional Aspects of Learning – a National Strategy programme delivered throughout the school which focuses on fostering positive relationships, dealing with difficult decisions, feeling good about yourself etc.
- Play Leaders – older pupils supporting the younger pupils at play time.
- Ethos of the school.

6. Responding to bullying

- In the event of a bullying incident the same procedures will be followed as for all other incidents of poor behaviour.
- In all cases, details of the incident and action taken will be recorded. Parents of both the victim and perpetrator will be kept fully involved.
- The following graduated sanctions may be used as part of the school behaviour procedures in line with the behaviour policy – these will be in relation to the severity of any incident:

  - Apologise to the victim verbally in writing
  - Lose playtimes
  - Parents invited into school to discuss incident and consequences
  - Daily or weekly behaviour monitoring reports
  - Temporary removal to another class
  - Withdrawal from participation in school visits or club activities that are not part of the stautory curriculum
  - In-school suspension

- If it is a serious incident, a fixed term suspension or permanent exclusion will be considered after a full review of the facts.

- Bullying incidents will be logged and monitored on a termly basis by the Head teacher. This information will be given to the Governing body each term as part of the Head's Report.
- Apply the key areas of anti-bullying intervention including proactive, peer support and reactive measures.

We will always attempt a restorative approach to working with both the victim and perpetrator. Our Restorative approach to bullying is to:

- Allow the person harmed to explain the impact of the harm on them
- To allow the person responsible for the harm to understand the consequences of their behaviour for others and for themselves
- To consider what the person harmed needs in order to put things right
- To consider what the person responsible could do to 'put right' the harm done

Restorative questions will inform our work with children:

1. What happened? We will listen carefully to the child's account
2. What were you thinking at the time? We will help the children to reconsider their actions and replay their thought processes
3. What have you thought since? We will allow the children the opportunity for a change of attitude, a shift in explanation or an apology.
4. How did this make people feel? We will help the children to be more aware of how other people reacted to their behaviour. We will always make sure that the chidlren have the opportunity to consider others.
5. Who has been affected? We will also help children to use and develop their conscience.

How we will support the targeted child:

- We will reassure the target of the bullying, and help them discuss how it made them feel and what they need to support them, such as:

    - Peer support/buddy
    - Support from a trusted school adults, such as when they feel anxious or under pressure
    - Things to do at break and lunchtime so that they are not alone (inluding use of playground buddies/pals)
    - Helping to work towards reconciliation between the targeted child and the perpetrator (or child with bullying behaviour)

How we will work with the instigator to change their behaviour:

    - Making sure they are helped to understand how to follow school rules and the consequences if they break them
    - Restorative justice practices and supporting the instigator to be reconciled with the targeted child
    - Helping them to learn empathy – learning the effects their behaviour choices have on others

Bullying Outside School Premises

Where bullying outside the school is reported to staff, it will be investigated and acted on. The Head teacher has a statutory power to discipline pupils for poor behaviour outside of the school premises.

Recording of incidents

Incidents and allegations of bullying will be recorded electronically.

7.   Monitoring Compliance

Overall monitoring of this policy and the associated work programmes will be overseen by the Learning Committee where it will be reviewed annually.

Routine monitoring and evaluation will include:

1. An annual governor review including :

    - How safe children feel?
    - How well children feel supported?
    - A review of concerns expressed by parents, carers, staff and pupils about behaviour.
    - A review of attendance records.

2. Ongoing review of attendance records, racism reports, behaviour logs and reports as part of the Head Teacher's termly report.

3. Ongoing review of **all** instances of bullying including cyber bullying and prejudice based bullying related to special education need, child on child absue, sexual orientation, sex, race, religion and belief, gender reassignment or disability.

4. Development of the behaviour and attitude mentoring scheme as required

5. Each key stage manager to monitor behaviour with a termly review with the Head teacher.

6. Annual refresher training to include bullying for all staff.

7. Anti-bullying information sheet for staff including temporary and contracted staff.

8. Termly standing agenda items on Learning Committee.

HELPFUL ORGANISATIONS

www.beyondbullying.com
www.bullying.co.uk
www.thinkyouknow.co.uk

GREENFIELD PRIMARY SCHOOL

ANTI-BULLYING CHARTER

We are working with staff, pupils and parents to create a school where bullying is not tolerated.

Our School:

- Discusses, monitors and reviews our Anti-bullying policy each year.

- Supports our staff to promote positive relationships and identify and tackle bullying behaviour appropriately.

- Ensures that our pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn and that all pupils abide by the Anti-bullying policy.

- Reports back quickly to parents/carers regarding their concerns and deals promptly with complaints. Parents/carers in turn will work with the school to uphold the Anti-bullying policy.

- Seeks to learn from good practice area and utilise the support of the Local Authority and relevant organisations as appropriate.

.... Head Teacher

.... Chair of Governors

.... Pupil representative School Council

.... Date

BEHAVIOUR FOR LEARNING POLICY

'Alone we can do so little. Together we can do so much.' (Helen Keller)

We aim to develop children's innate character trhough carefully designed and implemneted whole-school values, through our daily ethos, through the dignity of positive relationships between adults and children and though our high expectations.

We aim to encourage children to demonstrate appropriate behaviour in accordance to the school rules. We do this by creating a secure environment where pupils can learn and play free from emotional threat. Clear limits are set and maintained, rewards and sanctions are used to assist children in making the right choices. Through example we set standards of behaviour and encourage children to take responsibility for theirs.

Using positive reinforcement children are taught appropriate behaviour using both variable reward systems although we place the emphasis on praise rather then every reward being a material one.

Aims

- To ensure the safety of all
- To create a secure, stable, caring environment in which effective learning can take place
- To have mutual respect for all
- To set acceptable standards of behaviour, using positive ways maintaining high levels of behaviour
- To ensure that all standards are meaningful, attainable, discussed and adhered to by all
- To encourage independence and self-discipline so that each child learns to accept responsibility for their behaviour
- Promote fairness in the treatment of individuals
- Promote a framework so that behaviour management is consistent throughout the school
- Promote good behaviour as part of the entitlement of all pupils
- To ensure the well-being of all staff and pupil
- To ensure all individuals are treated with respect
- To ensure that all pupils have an entitlement to learn in a positive environment
- To create a learning environment which enables pupils to make choices and learn from them

Rights, Rules and Responsibilities

Every single member of the school community has rights, these are as follows:

- To be safe
- To be able to teach and learn without any unnecessary interruption
- To be treated with respect
- To be heard
- To be treated fairly

The establishment of core school rules:

- Is it safe?
- Is it caring?
- Is it your best?

CLEAR – children need to know what is expected of them, where, when and why.

CALM – to guide effectively we need to understand and consider children's emotions and viewpoint and to achieve this effectively we need to remain calm and focused.

CARING - we care enough to be firm and/or compassionate as required. We also know that a child who feels loved, appreciated and respected is more likely to behave better than one whose self-esteem is low.

CONSISTENT – however we want our children to behave all children require the predictability of expectation and response.

CHEERFUL – all individuals respond more effectively when approached positively, and therefore, when supporting our children, we will endeavor to approach their behaviour in a positive way.

Behaviour Principles

- The emphasis is on belonging and social responsibility
- An emphasis is placed on the use of positive strategies to increase desirable behaviours
- Children's behaviour is underpinned by the stage they have reached in their social and emotional development
- Behaviour is learned and therefore amenable to change
- Some emotions can block learning, whilst others promote learning. Learning to recognise and manage emotions can assist learning and help to improve learning outcomes
- An appropriate curriculum and effective teaching engages learners and encourages good behaviour
- An environment of high challenge and low stress is most conducive to learning and good behaviour
- Assertiveness is essential, it involves confirming rights and responsibilities with respect to the school and classroom rules/charters
- Consequences need to teach the children what to do instead. The focus is on repairing the harm done and using the incident primarily as a teachable moment
- Improvement in a child's behaviour is significantly better when working in partnership with parents and carers. Positive messages home can make a difference if parents are also involved in the reinforcement process
- Adults in school model controlled, respectful, verbal and non-verbal behaviours
- The adult chooses the intervention on the basis of what will be the least intrusive in terms of disrupting the learning and also on the basis of their knowledge of the individual child
- Adults listen, respond to concerns and are thoughtful in their actions. Our pupils matter.

Examples of strategies we use for promoting positive behaviour

- Discuss class rules, routines and responsibilities, involving pupils in creating and establishing rules
- PSHE curriculum, class, year group and whole school assemblies are used to regularly teach and reinforce appropriate behaviours
- Using positive comments and praise to support children to modify their behaviour
- Using the language of choice. Informing pupils of the consequences of their behaviour
- Tactical ignoring/proximity praise
- Building trust and rapport
- Modelling behaviour that we expect to see
- Following-up issues that matter to the child
- Working to repair and restore relationships
- Class and school displays and whole school curriculum themed events
- Avoid conflict and audience – pupils will be sanctioned quietly and privately where possible, reducing embarrassment
- Keeping calm and being consistent with all children
- An understanding that different children may respond better to particular approaches
- When children are acting inappropriately telling them what they are doing rather than questioning
- Adopting a multi-agency approach to support families in improving continually, challenging behaviour
- Circle time and discussion/open conversations about how children feel

The school recognises that some pupils will require additional support and therefore will aim to provide the following to support behaviour for learning. The SENDCo and pastoral support team/leadership team member will liaise with the class teacher to develop these programmes of support and the SENDCo will review them with the child and class teacher.

Individual support at these times may result in:

- Targeting specific children and their needs through nurture groups and feelings to guide their behaviour using calming down strategies, problem solving and conflict management techniques
- Targeted intervention to teach how to use thinking skills
- Behaviour Management Plans for pupils with specific needs or at times of significant need/vulnerability
- Pastoral support, emotional literacy support and counselling for pupils with specific needs or at times of significant need/vulnerability
- Pupil Profiles for pupils with specific needs

Lunchtime

Staff will be encouraged to use appropriate strategies linked to our school ethos, encouraging pupils to do the right thing by using specific praise rather than negative feedback. Rewards may be used to help develop appropriate social behaviour at lunchtime.

Undesirable behaviour

If some children are seen to break rules without incurring any consequences, then the message we give is that the moral values of our school are unimportant. It is therefore essential to have a clear system of sanctions which are fairly and consistently implemented

It is of great importance however that children are different and may be responded to slightly differently than other children. It is key to teach our children that they are all treated **fairly** but not necessarily **equally.**

It is important when dealing with situations that the behaviour is targeted and not the child. Therefore, the initial behaviour is focused upon rather than secondary behaviours.

Sanctions follow a hierarchical structure; they should be wherever possible immediate and discreet and as low level a response as possible. However, a child may be entered into this at any point depending on the context, age and severity. The sanctions provide a range of increasingly serious responses to persistent misbehavior.

Wherever possible, the sanction will 'match' the offence e.g. tidying up when having thrown things on the floor. The amount of significance given to the sanction is clearly important, if missed playtimes are overused they will lose their effect and will not appear serious. However, if staying in for a couple of minutes is made to appear serious, then 15 minutes will seem extremely severe. The school can refuse to allow pupils to attend out of school activities and this will be done appropriately in line with our behaviour policy and safeguarding responsibilties.

If behaviour is a 'major' incident, initially the SLT should be informed, but the class teacher remains responsible for the sanctions If the misbehavior continues and is persistent or is a single serious occurrence, then the SLT will play the major role in applying the sanctions in partnership with the class teacher.

Minor Behaviours

Behaviours that are incidental and unplanned. Adult response:

- Distraction
- The look
- Verbal request for what you want them to do (trying to avoid 'don't')
- Saying thank you at the end of the request, to emphasis expected compliance
- Praise another child
- Forced compliance (requesting child to do a minor thing, then asking for what is really wanted e.g. Will you pick that up and then…)
- Getting a child to visualize what they should be doing, by asking 'Are you alright (name)?' 'What should you be doing?' 'Where should you be?'

Moderate Behaviours

This will be dealt with by the classroom teacher, using time out or thinking time, whereby a child is withdrawn to a quiet place for a period of time. 'Time out' will often work particularly well with children on an individual plan for behaviour/SEN.

Deliberate Behaviours

This may be to place a child in a specific place within the classroom, If a child refuses to move, the teacher may say '…I see that you are aware of what you have done, I would like you to stay there and think about your behaviour'.
The objective to the time out is to allow thinking time. Allowing the child to reflect and calm down, thinking about their actions rather than a punishment. Therefore, it may be deemed appropriate to talk about the child's behaviour at a later stage, for example at break time.

Major Behaviours

Deliberate and vicious behaviour that is intentionally used to hurt and harm. This will be dealt with by the classteacher in partnership with the SLT.

Exclusions

The Head teacher and governing body are also able to consider the following measures: fixed term suspension or permanent exclusion from school.

Extreme behaviour

Any act of extreme physical or verbal aggression will not be tolerated during any time of the school day. An extreme attack on another child, whether provoked or unprovoked, will always result in a red card being given and parents informed. Any act of aggression towards a member of staff will result in an instant red card, a phone call to parents and the child removed from the class for the rest of the day. Extreme behaviour may also result in an exclusion (in-school suspension/fixed term or permanent).

Children with Special needs

Children with special needs who exhibit behavioural outbursts will have an Indiviual Education Plan (IEP) which will include targets to support behaviour. Where there are outbursts of extreme behaviour, which affects the learning of other children or puts anyone in danger of being harmed, two members of staff will escort the child to a safe, quiet area and held until calm. Holding will be used as a last resort and where possible handled by staff who are trained in the Team Teach method of physical restrtaint. All such incidents will be clearly recorded. Parents would then be informed. Where extreme behaviour persists, specialist input will be sought from outside agencies for advice on additional measures.

However, the continued safety and well being of pupils and staff will always be of paramount importance and this behaviour may result in exclusion (in-school suspension/fixed term or permanent).

In school strategies supporting the Behaviour for Learning policy:

EEF Improving behaviour in schools

EEF 1: Know and understand your pupil and their influences

Recommendations	In-school provision / strategies
- Pupil behaviour has multiple influences, some of which teachers can manage directly - Understanding a pupil's context will inform effective responses to misbehaviour - Every pupil should have a supportive relationship with a member of staff	- Pupil Passports - Learning support plans - Positive Behaviour Management Plans - Information passed on each year regarding family situations - Information shared via CPOMS - TAs/ Pastoral Team 2 by 10 strategy - Understanding and knowledge of any barriers / SEND needs (e.g. ASD/ADHD) - Daily check-ins by teacher - Maslow, ACES and Trauma model SDQs

EEF 2 : Teach learning behaviours alongside managing misbehaviour

Recommendations	In-school provision / strategies
- Teaching learning behaviours will reduce the need to manage behaviour - Teachers can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning - Teachers should encourage pupils to be self-reflective of their own behaviours	- Emotion coaching - Zones of Regulation - Boxall Profile - Awareness of behaviour – self-regulation and deploy coping skills

EEF 3: **Use classroom management strategies to support good classroom behaviour**

Recommendations	In-school provision / strategies
- Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression - Improving classroom management usually involves intensive training with teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time - Reward systems based on pupils gaining rewards can be effective when part of a broader classroom management strategy	- Clear expectations of expected and unexpected behaviour - Whole class earning treats - Being part of a team - Promote pro-social behaviour-empathy and concern for others - Incredible years Teaching pyramid - ABC charts – analysed by class teachers - The *Establish- Maintain-Restore* method

EEF 4: **Use simple approaches as part of your regular routine**

Recommendations	In-school provision / strategies
- Some strategies that don't require complex pedagogical changes have been shown to be promising - Breakfast clubs, use of specific behaviour-related praise and working with parents can all support good behaviour - School leaders should ensure the school behaviour policy is clear and consistently applied	- Home-school communication - Specific proximity praise for behaviour or learning success - Greet at the door - Monitor routines e.g. lining up, lining up in the playground, walking through the school, sitting in assembly, cloakrooms - Magic 5:1 ratio (for every criticism give 5 specific compliments - Display rules, sanctions and rewards - Visual timetable - Praise good behaviour of all pupils - Clear routines for transitions - Teach routines - Feedback to parents about their child's behaviour- good and bad - Positive notes

	- Modelling behaviour expectations - Script- 'This is how we do it at Greenfield ' - Catch the pupil being good- praise when they are doing the right thing, regularly - Challenge minor unacceptable behaviour through discrete hand signals - Tactically ignore some minor behaviour issues - Provide supports that can be readily accessed when needed e.g. Five things I can do when I am stuck - Challenge unacceptable behaviour by rejecting the behaviour not the pupil - Take time to tell the pupil they are liked and what happens to them matters to the school - Use the language of choice- If you are choosing…then you are choosing - Keep your voice quiet and calm - Avoid using body language relating to aggressive control - Encourage the student to take on extra responsibility, e.g. handing out books - Model fairness by being comfortable about admitting and correcting a mistake if a pupil is wrongly blamed for an issue

EEF 5: Use targeted approaches to meet the needs of individuals in your school

Recommendations	*In-school provision / strategies*
- For pupils with more challenging behaviour, the approach should be adapted to individual needs - Teachers should be trained in specific strategies if supporting pupils with high behaviour needs	- Oakfield forum - Interventions: Self-esteem Regulation of emotions Handling anger 5 point scale Emotion scale My Hidden Chimp - Pupil passports - Lunchtime clubs SLT- break time 1:1 support

EEF 6: Consistency is key

Recommendations	In-school provision / strategies
- Consistency and coherence at a whole-school level are paramount - Whole-school changes usually take longer to embed than individually tailored or single-classroom approaches - However, behaviour programmes are more likely to have an impact on attainment outcomes if implemented at a whole-school level	- Reinforcing good behaviour in public places - Sharing the job of rewarding pupils with good behaviour with all staff in the school - Ensure pupils feel their work is seen and that work in books should be their best - Behaviour Pathway 5Pillars

Version	Date	Comment
V6	Date created: 1/9/2025 Review date: Sep 2026	