

Behaviour policy and statement of behaviour principles

Greenfield Primary School



Everyone can grow in a Greenfield!

Approved by: The Governing Body

Date: November 2020

Last reviewed on: May 2023

Next review due by: September 2024

Contents

1. Aims.....	3
2. Legislation and statutory requirements.....	3
3. Definitions	3
4. Bullying	4
5. Roles and responsibilities	5
6. Pupil code of conduct.....	6
7. Rewards and sanctions.....	6
8. Behaviour management	7
9. Pupil transition	10
10. Training.....	11
11. Monitoring arrangements	11
12. Links with other policies	11
Appendix 1: written statement of behaviour principles.....	12
Appendix 2: The Scripts.....	13
Appendix 3: procedure for lunchtime supervisors.....	14
Appendix 4: behaviour log for more serious or repeated incidents of misbehaviour	16
Appendix 5 – Behaviour Reflection Form	17

.....

1. Aims

We believe that positive behaviour underpins effective learning and supports a safe and inclusive learning environment, so we expect and reinforce good behaviour at all times. We want our school to be a happy place, a place where the children want to be, where they feel safe and secure and where they can learn well. We also aim for our pupils to become responsible members of their community and positive role models, exemplifying our school values of kindness, happiness, respect, endeavour, resilience and teamwork.

Our mission statement '**Everyone can grow in a Greenfield**' sums up our aspirations. This statement is consistently communicated and promoted throughout the whole school. Positive behaviour has an integral role to play in the fulfilment of our aims.

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**
- To promote an environment of mutual respect and self-discipline.

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, Screening and Confiscation](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules

- Aggression or verbal abuse
- Any form of bullying
- Deliberately putting others in danger
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects 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)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against (e.g. due to an imbalance of power)

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, graffiti, gestures or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching

Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our Anti-bullying Strategy.

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing board will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing board, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The headteacher will ensure that the school's curriculum, including assemblies, promotes pupils' understanding of the school's values, British Values, and positive behaviours and attitudes.

5.3 Staff

Staff are responsible for:

- Consistently implementing the behaviour policy, including classroom management strategies
- Consistently modelling positive behaviour
- Developing positive relationships with pupils, through knowing and understanding their needs and influences
- Teaching and promoting positive learning behaviours
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Raising concerns promptly around behaviour with parents and senior leaders
- Reporting and recording behaviour incidents (see appendix 2)

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct and rules
- Promote respect for school staff, policies and procedures
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept guidance and sanctions when given
- Work hard to complete learning tasks, including homework
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

These expectations have been translated into a set of simple memorable rules. By everyone following these rules, our school will be a happy and safe place.

- Be kind, gentle and helpful
- Speak politely and listen carefully
- Be honest and fair
- Look after property
- Work hard and try your best
- Keep yourself and others safe

Our overarching Golden Rule is **'treat other people the way you like to be treated'**.

Our expectations and rules help everyone to learn and demonstrate our school values of:

- Kindness
- Respect
- Teamwork
- Happiness
- Endeavour
- Resilience

7. Rewards and sanctions

7.1 List of rewards and sanctions

We recognise and reward learners who go 'over and above' our expectations of pupils. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

Positive behaviour, that goes over and above expectations, will be rewarded with:

- Praise – specific
- House points leading to points badges
- Dojo points and weekly ClassDojo Champion
- Stickers and stamps
- Special awards in assemblies – Star of the Week and entry in our Gold Book

- Headteacher and Deputy Headteacher award stickers
- Messages to parents
- Special responsibilities/privileges – e.g. House Captains, PlayMakers, Anti-Bullying Champions

We will use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the pupil out of the class (within eyesight of the teacher or another member of staff) to quietly reflect on their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Kept inside at break or lunchtime to reflect on their behaviour while completing our Behaviour Reflection Form (see appendix 3)
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report' or on behaviour monitoring chart

7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. Good classroom management and organisation should create and sustain a positive and secure environment in which pupils can think and learn effectively, and so be less inclined towards unacceptable behaviour. Consistency is crucial for our pupils. It is the consistency that builds safety as pupils feel safe in knowing what to expect.

Teaching and support staff will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display our school rules/code of conduct, making sure that pupils know and understand the expectations
- Develop a positive relationship with pupils, which may include:
 - Knowing and understanding pupils and their influences
 - Greeting pupils in the morning
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour and positive learning behaviours

- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement, including through the consistent use of praise and rewards

Within the range of aspects of classroom management, three key factors will be applied:

- Calmness – listening carefully and avoiding overreaction and heated confrontation.
- Clarity – of learning intentions, expectations and instructions.
- Consistency – in expectations of work and behaviour, the application of rules, in response to rule breaking and the application of sanctions.

Engagement with learning is always the primary aim. For the vast majority of learners, a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a learner is out of a lesson is one where they are not learning. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. It is our policy to praise the behaviour you want to see. We do not pander to attention seekers. All learners must be given 'take up time' in between steps. *It is not possible to leap or accelerate steps for repeated low-level disruption.*

When dealing with misbehaviour in class, staff will follow this procedure:

1. Redirection	Give gentle encouragement or a 'nudge in the right direction' by giving a general reminder to the class of the behaviour or rule to be followed, allowing individual(s) time to correct their behaviour.
2. Reminder	If the misbehaviour continues, privately give a direct prompt or reminder to the child of the expectations and school rules, identifying the behaviour to be corrected.
3. Caution	<p>If the misbehaviour continues, privately caution the child, making them fully aware of their behaviour and clearly outlining the consequences/sanctions if they continue:</p> <ul style="list-style-type: none"> a. Stay with teacher/sit on bench for part of playtime b. Loss of part of break or lunchtime to complete unfinished work. c. Unfinished work to be set as homework (where appropriate) with note sent to parents. <p>Adult will caution the child to 'Think carefully about your next step.'</p> <p><i>Where possible, support the child to correct the behaviour (e.g. by changing the child's position in class, removing any immediate distractions, check task is or if it needs adaptation).</i></p>
4. Last chance	<p>Speak to the child privately and give them a final opportunity to engage. Offer a positive choice to do the right thing and remind the child of their good previous good conduct to prove that they can make good choices. <i>(Use the 30 second scripted intervention.)</i></p> <p>Let the child know that they will need to see you for 2 mins at end of class to discuss their behaviour.</p>
5. Time out	<p>Ask the child to step outside the classroom to speak to them away from the others. Ask the child to reflect on their next step, again reminding them of previous good conduct and attitude. Give the child a final opportunity to follow instructions and engage with the learning.</p> <p>If necessary, give the child a few minutes sat outside the classroom (within eyesight of a member of staff) to calm down, breathe, look at the situation from a different perspective and compose themselves. Afterwards, reset expectations and settle the child back in.</p> <p>If the step above is unsuccessful, or if a child refuses to take a time out and/or leave the room, call for SLT who will escort the child to a workspace outside the teaching room.</p>

	The headteacher and other senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.
6. Repair	<p>This might be a quick chat at break-time in or out of the classroom or a more formal meeting. It follows a restorative approach and using 5 questions from the following is usually enough:</p> <ul style="list-style-type: none"> • What happened? • What were you thinking at the time? • What have you thought since? • How did this make people feel? • Who has been affected? • How have they been affected? • What should we do to put things right? • How can we do things differently in the future?
Consequences / Impositions	<p>Up to 5 minutes of time missing break for in-class behaviour</p> <p>Up to 5 minutes of time standing with the teacher or another adult for in-playground behaviour</p> <p>Additional work to be completed at break time or that evening, countersigned by parent and returned first thing. The latter is to help the child understand that there are consequences and the responsibility for making up lost learning time is with them not the teacher.</p>
Follow up	<p>If a child has two incidents in a week requiring reflection (Step 6), the class teacher must inform parents.</p> <p>If a child has three or more incidents in a week requiring reflection, a face-to-face meeting between the teacher and parents/carers will be arranged. The phase leader or another member of SLT may be invited if deemed appropriate.</p> <p>Children who regularly receive more than 3 reflections in a week will have weekly monitoring meetings to discuss their behaviour. This will be with the teacher, child and member of SLT. The parent will be invited where deemed appropriate.</p>

There is a slightly adjusted version for Midday Staff – see appendices.

Serious misbehaviour incidents are always referred to the Headteacher or, in the headteacher's absence, the deputy headteacher.

1. The Head/Deputy will talk to the child/ren in order to clarify the incident and remind the child/ren of the Greenfield Rules and expectations for behaviour.
2. The child/ren may be kept in for all or part of break or lunchtime or to work in isolation for a time.
3. Parents are informed either in person or by telephone and the incident is recorded in the behaviour log on MyConcern, including information as detailed on the form in Appendix 4.
4. The Senior Leadership Team will discuss the incident and, if deemed appropriate, invite parents in to further discuss problems and how to resolve them.

Suspension and/or exclusion is a final resort but could occur if:

- A child's behaviour continues to affect the education and well-being of others
- Children's safety cannot be guaranteed
- A serious incident involving physical/verbal abuse has arisen

In very extreme circumstances, exclusion procedures, both suspension and permanent, may be brought into force. A child can be suspended for a maximum of 45 days in any school year. When deciding upon the length of the suspension, the Headteacher will consider the incident, previous exclusions and all strategies

used prior to the incident. Work will be provided for the suspended child to complete at home. The child is not permitted to be in public areas in school hours during the suspension. Following a suspension, there will be a re-integration meeting involving the school, child and parent(s). Further details are in our Exclusions Policy.

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 2 for the behaviour log)

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the [DfE's Searching, Screening and Confiscation](#) guidance.

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator (SENCo) will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create a Pastoral Support Plan and review it on a regular basis.

8.5 Safeguarding

Children's behaviour is often linked to outside influences. In accordance with our safeguarding policy and practices, a noticeable change in behaviour or consistently challenging behaviour will be reported to the Designated Safeguarding Lead (DSL) to address/ascertain any safeguarding concerns that may arise.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. For some pupils, particularly those with SEND or social, emotional and mental health needs, social stories and passports about their transition are used.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour as part of their induction process. Where necessary, staff are trained in proper use of restraint.

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and governing board every two years. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board every 4 years.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-Bullying Strategy
- Special Educational Needs Policy and Information Report

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing board every 4 years.

Appendix 2: The Scripts

The 30 Second Script

- I've noticed you are...
- It was the rule about ...that you broke
- You have chosen to...
- Do you remember last....when you....
- That is who I need to see today.
- Thank you for listening.

Appendix 3: procedure for lunchtime supervisors

When dealing with misbehaviour at lunchtimes, staff will follow this procedure:

1. Redirection	Give gentle encouragement or a 'nudge in the right direction' by giving a general reminder to the children of the behaviour or rule to be followed, allowing individual(s) time to correct their behaviour.
2. Reminder	If the misbehaviour continues, privately give a direct prompt or reminder to the child of the expectations and school rules, identifying the behaviour to be corrected.
3. Caution	<p>If the misbehaviour continues, privately caution the child, making them fully aware of their behaviour and clearly outlining the consequences/sanctions if they continue:</p> <ol style="list-style-type: none"> a. Sit on bench for part of lunch time b. Sent to speak to Head or Deputy <p>Adult will caution the child to 'Think carefully about your next step.'</p> <p><i>Where possible, support the child to correct the behaviour (e.g. directing them to play in a specific area, asking specific pupils to play elsewhere, supporting child to engage in a game).</i></p>
4. Last chance	Speak to the child privately and give them a final opportunity to engage appropriately. Offer a positive choice to do the right thing and remind the child of their good previous good conduct to prove that they can make good choices. <i>(Use the 30 second scripted intervention.)</i>
5. Time out	<p>Ask the child to sit on the bench to speak to them away from the others. Give the child a few minutes to calm down, breathe, look at the situation from a different perspective and compose themselves.</p> <p>Afterwards, refer to the 'Repair' section.</p> <p>If a child refuses to take a time out, call for SLT who will escort the child inside.</p>
6. Repair	<p>This is a quick chat after the child has had time out and is calm. It follows a restorative approach and using 5 questions from the following is usually enough:</p> <ul style="list-style-type: none"> • What happened? • What were you thinking at the time? • What have you thought since? • How did this make people feel? • Who has been affected? • How have they been affected? • What should we do to put things right? • How can we do things differently in the future? <p>If SLT were called to take the child inside, SLT member will do this but (time allowing) may ask lunchtime staff member to join the discussion.</p>
7. Consequences / Impositions	<p>Up to 5 minutes of time sitting on bench or standing with an adult for in-playground behaviour.</p> <p>Loss of 15 minutes of lunchtime is SLT had to be called.</p>

<p>8. Follow up</p>	<p>Lunchtime staff must inform teacher and log incidents when they have reached Steps 5-6.</p> <p>If a child has two incidents (either in class or at lunchtime) in a week requiring reflection (Steps 5-6), Teacher must inform parents.</p> <p>If a child has three or more incidents in a week requiring reflection, a face-to-face meeting between teacher and parents/carers will be arranged.</p> <p>Children who regularly receive more than 3 reflections in a week will have weekly monitoring meetings to discuss their behaviour. This will be with the child and member of SLT. The parent will be invited where deemed appropriate.</p>
---------------------	--

Serious misbehaviour incidents are always referred to the Headteacher or, in the headteacher's absence, the deputy headteacher. These incidents are recorded on MyConcern in more detail – as per appendix.

Appendix 4: behaviour log for more serious or repeated incidents of misbehaviour

These will be recorded on MyConcern. This shows typically the information that will be recorded.

Pupil's name:	
Name of staff member reporting the incident:	
Date:	
Where did the incident take place?	
When did the incident take place? (Before school, after school, lunchtime, break time)	
What happened?	
Who was involved?	
What actions were taken, including any sanctions?	
Is any follow-up action needed? If so, give details	
People informed of the incident (staff, governors, parents, police):	

Appendix 5 – Behaviour Reflection Form

Name Class

Reasons for My Behaviour

Date

Consequences of My Behaviour

1.

2.

3.

Description of my behaviour

How has my behaviour made others feel?

How do I feel now?

What might have happened?

Plan for Improvement

Signed
(pupil)

Signed
(teacher)