

Greenslade Primary School
Respect Inspire Achieve
Behaviour Policy - September 2023
We Care, we Share, we Dare!

Before employing Michelangelo to paint the Sistine Chapel, the Pope requested that he provide a testimonial. It read "This is Michelangelo, the sculptor. His nature is such that he has to be drawn out by kindness and encouragement, but if he be treated well, and love be shown to him, he will accomplish things that will make the whole world wonder."

Introduction

At Greenslade we have created a culture of high expectations of behaviour. We work and play in an environment that is safe, calm and conducive to learning. Our children want to come to school and they thrive because our values, attitudes and beliefs ensure that they are treated with respect, dignity and kindness. Children flourish at Greenslade because of our shared vision of good behaviour and our belief that every child can succeed.

Our vision is successfully communicated, well understood and applied fairly and consistently. We explicitly teach good behaviour so that children have a clear understanding of what is expected of them. Our children have self-discipline and a positive regard for authority because they understand they will be treated fairly and with integrity. We have created a consistent and predictable environment with simple, clear and well thought out rules and expectations. Greenslade children are supported by adults who embody our ethos and model our vision.

Our approach is firmly built upon a foundation of positivity and an aspirational ethos where we believe that every child can succeed and achieve. Children are taught the key habits of behaving well and understand the consequences if they make a mistake. Inappropriate behaviour is appropriately challenged. Incidents that do not meet our expectations are managed quickly, effectively and with clarity; disruptive or harmful behaviour is not tolerated. Sanctions, when necessary, are clearly communicated, proportionate and are aimed at preventing a reoccurrence of the behaviour we wish to change.

We are aware of the needs of all of our children and, whilst our aspirations remain high, our ethos is inclusive and we take account of contributing factors. We make reasonable adjustments for children who need more support than others to meet our expectations. Our approach is targeted and planned using a graduated response and a "plan, deliver and review strategy". We make appropriate judgements and aim to identify if a child's behaviour is a result of their identified special need. Interventions are proactive and carefully designed to anticipate and reduce the triggers for disruptive or challenging behaviour. We use techniques such as movement breaks, Sensory Circuits, "Now and Next Boards", social stories and "Working Towards boards" to break down the desired behaviour into meaningful and manageable chunks, our language is consistent and clear, instructions are positive, short and simple so that children understand what behaviours are expected and they and they learn and play within a supportive and predictable environment. We aim to use language and demeanour that is non-confrontational and that de-escalates difficult situations. When appropriate we give

children time to manage their emotional responses and physical space to regain their composure. Appropriate sanctions, including for those children with additional needs, are designed to support them to understand that our behaviours, good and challenging, have consequences.

Our children are most able to meet our expectations for their behaviour when they are working in well organised and structured classrooms and learning from a curriculum that is relevant and inspiring in well planned, flowing lessons that are well crafted and that follow predictable patterns.

With these things at the heart of our vision of good behaviour we have created a culture in which we believe that children can achieve their potential and become valued and successful members of our community. We have created an environment in which they feel safe, are inspired to learn and are clear of the expectations we have of them. We believe that consistency and fairness are crucial aspects of generating a predictable learning environment in which people feel valued and empowered and are treated with kindness, understanding, integrity and respect and understand the consequences of their behaviour.

The Aims of this policy are:

- ✓ To ensure that people at Greenslade feel respected, valued and treated fairly and with dignity regardless of age, disability, gender, sexual orientation, race, religion, belief, social background and culture.
- ✓ To create a positive ethos and a stimulating but predictable environment in which all members of our community are able to achieve and succeed and meet their full potential.
- ✓ To create a calm, safe and secure environment that is conducive to learning and in which people and feel happy, safe and secure.
- ✓ To generate high expectations of the behaviour we wish to see from everyone in our community.
- ✓ To ensure clarity and understanding of the expectations we have for behaviour.
- ✓ To empower people to become responsible for their own actions and behaviour.
- ✓ To help people in making the appropriate choices with regards to their behaviour.
- ✓ To ensure that people take the opportunity to reflect wisely on their behaviour.
- ✓ To ensure that people who work hard to behave in a way that meets our expectations and aspirations are acknowledged feel valued for “doing the right thing”.

The Principles of this policy are that:

- ✓ People are treated respectfully, consistently, honestly and fairly and with dignity.
- ✓ People should learn, work and play in an environment that is calm, safe, secure and predictable.
- ✓ People have choices regarding their behaviour.
- ✓ People have both rights and responsibilities in respect of behaviour.
- ✓ That we have high expectations of the behaviour of all members of our school community.
- ✓ Our expectations are realistic and manageable for all members of our school community.
- ✓ Adults are the models for children’s behaviour and staff embody our culture of high expectations for behaviour.
- ✓ Our style of behaviour management is overt and clear, we praise good behaviour and appropriately challenge that needs to change.

- ✓ That if a person behaves in a way that falls below our expectations, and behaves in an inappropriate way, it is their behaviour that is the cause of concern, is challenged and needs to change and is not a judgement of them as a person.
- ✓ That children are explicitly taught how to behave in a sort of “behaviour curriculum” (eg good sitting, good listening, good walking, using calm, quiet, inside voices, using supportive non-confrontational language, our learning expectations in class, focussing on work, talking about learning tasks etc) so that our expectations are clear and consistent. Children need to know what good behaviour looks like in order to be able successfully meet our expectations.
- ✓ Whilst we share high expectations and aspirations, we are aware that for some children “good listening” or “good listening” (for example) does not always look the same and we know that it can be an enormous effort for some children, particularly our youngest children, to be sitting in a certain, conventional way, and we make appropriate exceptions to support learning so that the way they sit does not get in the way of them concentrating on learning.
- ✓ That children are appropriately involved in setting high expectations of behaviour.
- ✓ That children are given responsibility at an appropriate level for their conduct.
- ✓ That all people are made aware of their choices with regards to their behaviour, and are supported in making the appropriate choices.
- ✓ That rewards and sanctions are accessible to all children and that they are reasonable and proportionate and aimed at celebrating positive behaviour and preventing a reoccurrence of the behaviour we wish to change.
- ✓ That parents and carers feel part of a trusting partnership in which we are all working together in the best interests of our children.
- ✓ That parents and carers are engaged with, involved in and understand and support our procedures and know their views are listened to valued even at times when we disagree. We acknowledge (whilst not necessarily agreeing with) all points of view.
- ✓ That we give people time and space to speak, and make it clear that each party will be listened to in a calm uninterrupted manner.
- ✓ Even if we disagree with another person’s views their views they will be listened to unless they are offensive and hurtful.
- ✓ If the things that a person is saying is factually incorrect or there are misunderstandings or misconceptions, these will be pointed out and challenged.
- ✓ That stereotyping of people and their behaviour is avoided.
- ✓ Generally positive, good behaviour should be praised and celebrated publicly whereas challenging, disruptive behaviour and behaviour we wish to change should be managed privately and away from an audience. We are also aware that a number of our children do not like public praise.
- ✓ We understand that apologising and “saying sorry” needs to be a meaningful act and needs to be done with honesty and a true understanding of the harm that has been caused. Therefore, we do not tell children that they need to apologise for something they have done. We do however, welcome and appreciate an honest and meaningful apology when this is naturally forthcoming.
- ✓ We understand that children do not always understand why they have behaved in a certain way. We therefore ask a child what has happened, and where and when but we do not ask a child “Why?”. At a later stage, in a calm and settled environment, we may explore the reasons behind an action but we avoid “Why?” in any investigation into an incident of challenging behaviour.
- ✓ Class teachers are responsible for managing the behaviour of children in their class and lessons. Taking the lead on issues related to behaviour management should not be the role of Learning Support Assistants, however skilled and experienced they are.

Rights and Responsibilities - Please refer to our Home School Agreement

Children's rights

At Greenslade every child has the right to:

- ✓ To feel respected and treated with dignity.
- ✓ To feel safe.
- ✓ To feel successful.
- ✓ To be listened to and valued.
- ✓ To understand and be clear of the expectations that are placed upon them.
- ✓ To learn in a calm, safe and predictable environment.
- ✓ To feel happy and free from bullying.
- ✓ To be treated justly and fairly regardless of age, gender, sexual orientation, race, culture, class or background.
- ✓ To learn in well organised and structured classrooms and be motivated by a curriculum that is relevant and inspiring and in well planned, flowing lessons that are well crafted and follow predictable patterns.

Children's responsibilities

At Greenslade every child has the responsibility:

- ✓ To respect, value and listen to other people regardless of age, disability, gender, sexual orientation, race, religion, belief, culture, class or social background.
- ✓ To attend school every day unless they are unwell.
- ✓ To allow others to learn.
- ✓ To work hard and do their best and take pride in their work.
- ✓ To behave in a calm, respectful and safe manner.
- ✓ To strive to follow our rules, expectations and aspirations for behaviour.
- ✓ To approach all areas of the curriculum positively and "have a go".
- ✓ To respect and care for property and resources.

The rights of members of staff

At Greenslade a member of staff has the right:

- ✓ To feel respected and treated with dignity.
- ✓ To feel safe.
- ✓ To be listened to and valued.

- ✓ To feel successful.
- ✓ To be treated justly and fairly regardless of age, disability, gender, sexual orientation, race, religion belief, culture, class or social background.
- ✓ To work in a predictable, safe and non-threatening environment.
- ✓ To understand and be clear of the expectations that are placed upon them.

The responsibilities of members of staff

At Greenslade a member of staff has the responsibility:

- ✓ To respect, value and listen to other people regardless of age, disability, gender, sexual orientation, race, religion, belief, culture, class or social background.
- ✓ To strive to ensure that each child reaches their full potential.
- ✓ To behave with integrity.
- ✓ To treat other people with dignity and respect.
- ✓ To strive to ensure that all children feel successful, valued, happy, safe and secure.
- ✓ To attend school every day unless they are unwell.
- ✓ To create well organised and structured classrooms and motivate children with a curriculum that is relevant and inspiring and in well planned, flowing lessons that are well crafted and follow predictable patterns.
- ✓ To set high expectations for the behaviour of all of our children and to praise positive behaviour and challenge behaviour that requires to be changed.
- ✓ To be a model for the behaviour we wish to see at our school and to embody our values and beliefs.

The rights of parents and carers

At Greenslade parents and carers have the right:

- ✓ To be treated with dignity and respect.
- ✓ To be listened to and valued.
- ✓ To be kept informed.
- ✓ To know their child is happy, safe and learning at school.
- ✓ To understand and be clear of the expectations that are placed upon them.
- ✓ To feel respected, valued and listened to regardless of age, disability, gender, sexual orientation, race, religion, belief, culture, class or social background.
- ✓ To feel part of a trusting partnership in which we are all working together in the best interests of our children.

The responsibilities of parents and carers

At Greenslade parents and carers have the responsibility:

- ✓ To engage with our school to support their children.
- ✓ To be part of a trusting partnership in which we are all working together in the best interests of our children.
- ✓ To respect, value and listen to other people regardless of age, disability, gender, sexual orientation, race, religion, belief, culture, class or social background.
- ✓ To treat other people with dignity and respect.
- ✓ To behave with integrity.
- ✓ To send their children to school unless they are unwell, on time, and to collect them at the correct time.
- ✓ To support the school rules and ethos.

- ✓ To respect the professional judgement of the staff at Greenslade with regard to rewards and sanctions.
- ✓ To work to resolve issues appropriately and respectfully when this is not the case.
- ✓ To discuss issues and concerns in a calm and respectful manner, following the procedures set out in this policy.
- ✓ To support the learning both at school and at home.
- ✓ To work in a partnership with the staff at Greenslade eg by attending meetings and by looking out for any signs of distress in their children and sharing this information with the school.
- ✓ To provide resources as appropriate.

Strategies to support our culture of high expectations for behaviour at Greenslade

The Language we use

At Greenslade we believe that a culture of high expectations for good behaviour is most likely to be realised when language:

- ✓ Is clear, concise and precise.
- ✓ Is positive and based on praise. Praise should be natural, varied and imaginative.
- ✓ Makes every child feel successful.
- ✓ Emphasises desired rather than unwanted behaviour and outcomes.
- ✓ Is constructive and helps to create an atmosphere of kindness, caring and respect for self and others.
- ✓ Reflects the importance of choice.
- ✓ Sets clear and manageable expectations.
- ✓ Explicitly teaches children exactly what the behaviour is we want to see.
- ✓ Deescalates difficult and challenging situations. We use agreed scripts and phrases that help to keep people calm and support them to be able to successfully navigate their way to a safe and non-confrontational mood.
- ✓ Varies in the tone of voice to suit different occasions. Tone of voice is vital and should be confident, calm and commanding, “assertive but not aggressive”.
- ✓ Is pitched at a volume that reflects the calm atmosphere we are working towards.
- ✓ Is combined with positive non verbal forms of communication and body language: a member of staff’s posture should command respect. Positive NVB can include eg nods, winks, smiles thumbs up etc and can all play a crucial role in creating a positive atmosphere.
- ✓ Uses “pauses” and time to give children the opportunity to comply with requests.
- ✓ Uses the idea that things that cannot be done now can be done in the future. Frequent use of the word “Yet”.

- ✓ Deals with the behaviour that is being celebrated or needs to change and not the person or personality or attributes of a child in a general way. The behaviour is challenged not the person.
- ✓ Is used at the child's appropriate level.
- ✓ Is positive and aspirational and engages everyone in learning by giving confidence.
- ✓ Promotes everyone as a learner and values everyone's ideas.
- ✓ Is reinforced visually.
- ✓ Encourages children to reflect on their learning and behaviour.

Lesson Planning and Learning

At Greenslade we believe that engagement, motivation and enjoyment learning are vital in promoting good behaviour and therefore our culture of high expectations for good behaviour are most likely to be realised when:

- ✓ Staff create well organised and structured classrooms.
- ✓ Staff motivate children with a curriculum that is relevant and inspiring.
- ✓ Lessons are well planned, have a successful flow and are well crafted and follow predictable patterns.
- ✓ Learning reflects an understanding of issues related to a "growth mindset".
- ✓ Children are taught to be resilient, to be able to manage change and to be flexible.
- ✓ A range of successful teaching and learning strategies and styles are employed.
- ✓ The objectives, intentions and success criteria of the lesson are clearly explained.
- ✓ Lessons are appropriately differentiated to meet the needs of all the children.
- ✓ Additional staff and physical resources are carefully and appropriately deployed.
- ✓ All staff have appropriate understanding of the objectives and how they can be adapted and adjusted to suit the needs of the children they are working with.
- ✓ Misconceptions and misunderstanding are addressed in a way that make children feel confident and successful learners.
- ✓ Suitable "challenge" is planned for to ensure all children are stretched and engaged.
- ✓ Sufficient high quality learning resources are available.
- ✓ Learning builds on previous knowledge.
- ✓ Learning and resources reflect the cultural diversity of our children and community.
- ✓ Learning is interactive, contextualised and children know where learning is leading.
- ✓ Appropriate pace and timing of the learning is well planned for.
- ✓ All staff and children are aware of the strategies to be used if children are "stuck" or finished. Extension and development or support work are well planned and available.
- ✓ Groupings of children are carefully thought through and planned for and differ for different types of learning.

Class based "Golden Rules"

At the start of each academic year staff and children work together to establish clear expectations, rules and routines for working in their class. These expectations should be concise and worded positively and with clarity.

In September classes should share, discuss and evaluate our Golden Rules. Each class can add to them and adapt them but the important principle is that children agree to them and "own" them because this increases their understanding of them therefore their ability to positively embrace them and adhere to them. The Golden Rules should be understood agreed by all children in the class.

They should be designed in such a way to meet the full range of learning and social situations that children experience. Regular Circle Times are brilliant ways of introducing, establishing and reviewing these Golden Rules.

We are Gentle – We don't hurt others

We are kind and helpful – We don't hurt anybody's feelings

We listen – We don't interrupt

We are honest – We don't cover up the truth

We work hard- We don't waste our own or others' time

We look after property – We don't waste or damage things

Greenslade Rules

When our school was opened in 1986 the staff and children created two broad and far ranging rules, which are discussed with children periodically to ensure their meaning is understood. These are:

Every child and every adult in this school will treat every other child and every other adult with respect.

Every child and every adult in this school will treat the building, the equipment and people's property with respect.

We also have several basic rules, health and safety and administrative regulations which ensure the smooth running of the school, and the safety of the people using it.

- ✓ Apart from in lunches, sweets and crisps are allowed only for birthdays and with the prior knowledge of the staff.
- ✓ Chewing gum is not allowed.
- ✓ Toys should only be brought in to school with the prior knowledge of the teacher to be used as part of curriculum work.
- ✓ Fads and crazes such as marbles, fidget spinners and collectable cards are encouraged as long as their use supports a positive playtime atmosphere and in no way hinders learning through time wasted in lesson, arguments over ownership or items being lost. The school will take no responsibility for lost or stolen items.
- ✓ Money should only be brought in to school for school related reasons and given to the appropriate member of staff on arrival.
- ✓ Appropriate watches and stud earrings are the only types of jewellery to be worn for reasons related to health and safety. There are religious exceptions to this rule. The school will take no responsibility for the loss or damage to personal property.
- ✓ People are expected to walk calmly and safely around the building, staying to the left hand side on both the stairs and in the corridors.
- ✓ Children are expected to wear our school uniform which has been designed to be as practical as possible to support children in taking part in a full range of learning experiences.
- ✓ Items that are inappropriate to have in school may be confiscated by school staff. If they are deemed by the Headteacher to be dangerous then they can be disposed of appropriately. In most circumstances the item should be returned to the child (or their parent/carer) at the end of the day. In some circumstances items can be disposed of as a punishment so long as this is reasonable in the circumstances.

- ✓ If a member of staff thinks a child has “prohibited items” such as drugs, weapons or stolen items then the Headteacher should be informed immediately and he will follow the appropriate legal procedures.

Strategies for developing Positive Behaviour (Rewards)

It is vital that children who work hard to follow our expectations and aspirations are acknowledged respected and celebrated for doing so. Children’s success and achievements in all aspects of school life are praised and celebrated by, for example.

- ✓ Giving verbal praise; children are praised “immediately” and explicitly for the choices they have made in terms of their behaviour.
- ✓ Giving positive feedback on work and on play.
- ✓ Informing parents and carers verbally at the start or the end of the day.
- ✓ Informing parents and carers through a phone call or by sending a card through the post.
- ✓ Praising children in front of their class or another class.
- ✓ Sending child to another member of staff for praise.
- ✓ Sending child to Head or Deputy for praise.
- ✓ Commending a child in an assembly.
- ✓ Special displays or photographs to praise an achievement or piece of work.
- ✓ Individual classroom rewards e.g. star chart, marbles in a jar, points, smiley faces, stickers.
- ✓ Special trips or activities are organised for children who work hard to “always do the right thing”.
- ✓ Half Termly “Deputea” sessions where chosen children spend the afternoon enjoying tea and cakes with our Deputy Headteacher.

Strategies for challenging inappropriate behaviour (Sanctions)

Sanctions are carefully considered and are planned, reasonable and proportionate. A range of disciplinary measures are used to ensure children’s behaviour meets our agreed expectations. All staff employed by the school have a responsibility to appropriately challenge and manage the behaviour that we wish to change.

At Greenslade we will not accept any behaviour which is dangerous or which disrupts the learning of others. Children need to know and understand the consequences of the choices they make in terms of their behaviour. Most of our children will need little extra support to achieve and maintain a good standard of behaviour, but some will. We aim to deal with unacceptable or challenging behaviour quickly, consistently and with clarity.

In dealing with incidents of inappropriate behaviour we strive to:

- ✓ Help children to understand the choices they have in regards to their behaviour.
- ✓ Help children to understand the consequences of their choices of behaviour.
- ✓ Make a connection between the choice of behaviour and the resulting sanction or outcome.

- ✓ Use colleagues to share expertise and use outside agencies if appropriate. Eg discussing children displaying concerning behaviour with other staff, particularly the SENCO, SLT and Headteacher.
- ✓ Be alert to the behavioural signs of children being abused, and report and record our suspicions and concerns with the Headteacher.

If the inappropriate behaviour is “attention seeking” in its nature and is not causing harm to the education or safety of others, we may choose to “tactically ignore” the behaviour until a time when it can be challenged without the audience that the behaviour is trying to attract. All parties, including the other children, need to be aware that it will be dealt with at an appropriate time. This can be a very difficult professional judgement.

In dealing with incidents we take into consideration a child’s maturity, special needs, emotional needs, previous behaviour and life experiences. Incidents involving behave we wish to change should always dealt with but this approach gives us the flexibility to use our professional judgement to manage situations appropriately.

Desired and expected behaviour at our school.

The majority of our children, the majority of the time behave well and are polite and respectful to other people and behave in a way that supports them to be successful and feel valued. Children are explicitly taught ow to behave in a way that helps us create a safe, calm environment that is conducive to learning. They consistently follow our expectations and our Golden Rules. They are focused on their learning and work hard. They help make our school a calm and happy place to learn. They are kind and caring friends and are thoughtful about the feelings of others. They reflect on their behavior and take opportunities to review what is going well and what needs to change.

Sanctions

Step One – Low level disruption –

Eg - Talking, getting out of seat, making noises, humming, calling out, fidgeting, lack of focus etc
ACTION: How we will respond - Minimal low key response managed by the Class Teacher:

- Decision made to tactically ignore the behaviour we wish to change – with an understanding child will be spoken to at a later time.
- Praise of other children.
- Positive language to be used to clarify and focus on what behaviour we want to see and

what choices we want children to make.

- Positive reinforcement when the child complies with our expectations.
- Remind child of the Golden Rules and the “choices” being made.
- Indicate visual symbols for behaviour expectations – eg “Good Sitting” “Good Listening” “Good Looking”.
- Make eye contact, use a raised eyebrow or stern stare so child is aware that the behaviour is disruptive.
- Assertive body language (crossed arms, frowns etc).
- Name/pause technique.
- Whispering a firm reminder, a quiet word to reinforce expectations of the choices needed to be made.
- Appealing to a child’s good nature “Come on David you can do this”.
- Gentle touch on shoulder/pat on back.
- Direct child back to seat.
- Quiet, unobtrusive questioning about behaviour to redirect ‘What should you be doing?’ or ‘Are you okay?’ “Do you need some help?”
- Allocating assigned seats in the room therefore not allowing child to sit with friends.
- Allocating a lining up order for assemblies/playtimes.
- Warning of consequences of choosing not to change behaviour to our agreed expectations.
- Clear and consistent explanations about why certain behaviour is inappropriate.

Step Two – Medium level disruption –

Beginning to challenge the effective running of the class, continuation of challenging choices above, eg choices that prevent other children from concentrating and learning, not completing a reasonable amount of work in a set time, deliberate disruption by trying to distract other children from learning.

ACTION: How we will respond – to be managed by class teacher with support from other staff.

- Encourage a return to Step One.
- Reminder of Golden Rules, reminder of expected behaviour and the “choices” being made.
- Move to a different place in the class - seat somewhere separate from class group.
- Sit in ‘Time out’ chair in the classroom until child is ready to join back in.
- Set a time limit for improved behaviour.
- Warning of consequences of choosing not to change behaviour to agreed expectations.
- Move to end of row if in assembly or a large class group.
- After the appropriate number of warning the child should be taken to Community Room at lunchtime to be sat with member of the SLT. Up to 15 mins additional time to repay behaviour, e.g. practising sitting still, or completing work.
- Use class phones to organise to send another class for 10 mins ‘Time out’ with their work (if already had a time out in class). This action is to be logged in behaviour book so SLT need to be informed.
- An informal conversation with parent/carer.
- Children should not be left to stand outside the room for extended periods of time. Children can be asked to wait outside for a short limited period before an adult goes outside, with the door

open to ensure the teacher is aware of the children in the rest of the class.

- Conversation are to reflect on the disruptive behaviour.

Step Three. –

Serious level of disruption e.g. repeated behaviour choices at stage 2, violence/aggression / willful damage to property/ non-compliance/ refusal to follow instructions or carry out a request/ walking away from a member of staff, answering back, persistent rudeness/ bullying etc.

ACTION: Response usually managed by member of SLT

Actions taken will include:

- Kept in at lunchtime by member of SLT on duty.
- Escorted to (or send for) SLT using an “Orange Card”.
- Formal meeting with parents/ carers with member of SLT and class teacher.
- Letter sent home.
- Extended lunchtime detentions.
- Internal exclusion (to be decided by HT) – these are to be logged and recorded.
- Lunchtime exclusion.
- Possible SENCO involvement and development of Behaviour Support Plan and external agencies.
- Report sheet used to keep parents / carers involved with behaviour management.

Stage Four – Ongoing consistent behaviour at previous level, very serious behaviour infringement including dangerous choices that create a health and safety risk for the child or others – repeatedly leaving class without permission, running out of school, being involved in a serious fight, causing intentional physical harm to other children, verbal abuse to any staff, serious theft, e.g taking money or a mobile phone from an adult’s bag, persistent bullying

Action: Response to be managed by member of SLT

- Child to be taken to member of The Senior Leadership Team immediately.
- Meeting with parents / carers – recorded with formal letter.

Actions taken will include:

- Extended lunchtime detentions.
- Internal exclusion.
- Lunchtime exclusion.
- Fixed term exclusion.
- Withdrawal from next trip / special event.
- Introduction of a Behaviour Support Plan.
- Introduction of a Report Sheet.
- Involvement of outside agencies – CAMHS, Counselling, Waterside, Inclusion Team

Stage Five Extremely Serious –

Extreme danger, or violence, very serious challenge to authority – persistent and dangerous, physical abuse to staff, possession of weapon with threat or intent to cause harm, possession of drugs.

Action – Immediate involvement of HT or DHT

Actions taken will include

- Fixed term exclusion.
- Lunchtime exclusion.
- Possible referral to Fair Access Panel – Pupil Placement Panel.
- Possible Pastoral Support Programme.
- Possible Permanent Exclusion.

- ✓ **Corporal (physical) punishment is never used.**

Outside Agencies

We have strong links with many external agencies who we use to support our children and families. These include CAMHS, Counselling Services, Greenwich Children's Services, our SALT, Family Support Workers, The Slade Children's Centre.

Providing "early help" through "Team Around A Child" meetings is extremely successful in supporting families manage challenging behaviour at home and in school. We regularly run Parent and Carer courses to support in the development of positive behaviour strategies. In recent years these have been run by the Amber Light, our ASD Outreach Team and by members of Family Support Service. Our EP visits regularly and is keen to support with any concerns we may have with all children not just those that are being assessed for statemented support.

The role of Parents and Carers

We are very proud of our strong relationship with parents and carers and we believe that this partnership has a significant impact on the positive behaviour our children exhibit. This does not mean that we do the same job, but that we strive to overtly support each other for the children's benefit. We talk to each other about children's behaviour at school and at home, their good and challenging behaviour, their difficulties and their achievements. We try to share our expectations and encourage children to be responsible for their behaviour.

We rely on parents and carers to reinforce our rule that children should not retaliate to acts of aggression, whether verbal (name calling) or physical (hitting back). We ask parents and carers to support us by talking to their children about discussing difficulties and problems with members of staff. Staff endeavour to listen to every child and to respond in the appropriate way. Children and parents may not always be made aware of the details of the actions or sanctions that have been taken against another child, other than that the incident has been dealt with in line with this policy.

We involve parents and carers as early as is appropriate. This will normally be initially through an informal discussion in the playground, but may progress to a more formal meeting, possibly involving a member of the SLT and may be recorded in the form of a letter to be kept on the child's file. We keep parents and carers informed of progress and make the child aware of their parents' / carers' involvement. We also speak to parents about children's positive behaviour so that more negative discussions are held on the foundation of a positive relationship.

Use of Restraint / Care and Control / Positive handling – Used only as a last resort.

Key members of staff are trained in the use of physical restraint to keep a child from harming themselves or others or damaging property or the learning of other children. The Headteacher or Deputy is called to support if there is time in such situations and a witness should always be present. Such action is only taken in the most extreme of cases in order to fulfil our obligation to keep our children safe from harm. We strive to use techniques, moves and holds from our training to ensure children are kept safe and the adults involved are not hurt.

The most important aspect of the training involves preventative measures and deescalating a situation before any form of restraint is required. Wherever possible all other children are removed from the vicinity if there is the possibility of restraint being required. The degree of force will be in proportion to the circumstances and seriousness of the behaviour. Any force or physical contact should always be the minimum required to achieve the desired result. The member of staff should be supported and observed by another adult and should “commentate” (in as calm a voice as possible) to communicate what is happening so that the child is aware of what is going on. It should be made clear to the child that any physical contact will stop as soon as it ceases to be necessary.

Incidents are rare and are recorded in the “Numbered Book” which is monitored by Governors.

Strategies to manage serious incidents such as blatant defiance and deliberate provocation

eg refusal to do as requested, walking away, answering back, losing temper or having a “tantrum” destroying or damaging property or threatening or hurting another child.

Such incidents must always be dealt with in the clearest possible way and children must be aware of the consequences of making this choice of behaviour.

To manage such serious incidents successfully staff should:

- ✓ Avoid confrontation and stay calm. Staff should use their professional judgement in terms of the severity of the situation and their knowledge of the child involved.
- ✓ Use language that deescalates difficult and challenging situations. We use agreed scripts and phrases that help to keep people calm and support them to be able to successfully navigate their way to a safe and non confrontational mood.
- ✓ Use walkie talkies, orange cards, other members of staff to call for support from a member of the SLT.
- ✓ Remove the child from an audience or the audience from the child. In the playground, send other children away from immediate vicinity and in the class situation move the child away from the group or take the child outside the room (if he/she will come).
- ✓ If the situation is deemed to be dangerous, call for support from Headteacher or Deputy using “orange card” and remove rest of class to MP room, playground, hall or computer suite, always explaining that the incident will be dealt with even though it possibly cannot be resolved at that time.
- ✓ If relevant use of “care and control” policy can be applied. If this type of physical restraint is used it must be carried out by a trained adult using the techniques taught. A witness a witness

must be present and it is a good idea to do a running commentary, in a calm quiet voice, explaining what you are doing. As well as making it clear your actions are to restrain rather than punish, it cools the situation down by giving the child something to focus on. See above.

- ✓ If appropriate request support from a colleague, either to take rest of class or to observe child if danger of harm being caused. Staff should, however, be aware of the potential consequences of an overbearing number of additional members of staff.
- ✓ Explain again the initial request, giving justification for the request.
- ✓ Explain choices and consequences of their behaviour.
- ✓ Give time and if required the space to “cool off”, explaining that the situation will be dealt with.
- ✓ If a child runs from the premises, staff are not to follow them (one gate must always be left unlocked). HT or DHT should be alerted and parents and appropriate authorities will be notified.

Strategies for managing a fight or the use of physical violence

- ✓ Stop the fight using guidelines set out in Greenwich Care and Control Policy ie physically interposing between children, blocking a child’s path, holding a child in a cuddling style avoiding arms, neck and head, shepherding a child away by placing a hand in the centre of a child’s back.
- ✓ Use a walkie talkie, class phone or Send another child or an adult for support from a member of the SLT.
- ✓ Disperse any crowd.
- ✓ Remove children from the scene.
- ✓ Separate children for a supervised cooling off period.
- ✓ Comfort any victim.
- ✓ Deal with any injuries using First Aid training received by all members of staff.
- ✓ Once calm, and control is restored talk to children involved in a non confrontational way to ascertain information about the incident.
- ✓ Discuss strategies for coping with differences other than fighting.
- ✓ If not already done, refer any fight to member of SLT (normally Headteacher)
- ✓ HT will inform parents as appropriate.
- ✓ HT will apply appropriate sanctions.

Strategies to successfully manage behaviour that is disruptive to the learning of others

(repeated inappropriate talking, disturbing others by tapping, touching other children’s work, moving around room inappropriately, focussing attention away from teacher

we should:

- ✓ Embed rules and expectations early in the year.
- ✓ Divert attention away from disruptive child eg refer to the appropriate behaviour of others.
- ✓ Ensure the child is clear about the type of behaviour that is causing concern and that this behaviour is unacceptable.
- ✓ Ensure child is aware of the choices available in terms of modifying the behaviour to comply with expectations (see above sanctions).
- ✓ Remove the child from audience by asking them to move to another part of the room, sit by another adult or in extreme cases leave the room.
- ✓ Ask child to think about what it is about their behaviour that is unacceptable and why you are asking them to refrain from continuing.

- ✓ If behaviour continues use one of range of sanctions available including the option of making up work that is missed at play or lunch time.
- ✓ Inform a member of SLT and inform parents.

A child refuses to carry out their work.

- ✓ Ensure the task set is appropriately differentiated and understood by the child.
- ✓ Ensure the child is aware of the choices being made and the options available.
- ✓ Ensure that child is aware that the work will be made up either at lunch time or at home with their parent's knowledge of the reasons why.
- ✓ Children will be sent to the Lunch Club to complete this work.

Behaviour Support Plans

Some of our children experiencing difficult circumstances or who have particular special needs or emotional needs have Behaviour Support Plans in order to modify target aspects of their behaviour that are particularly challenging or are causing ongoing disruption to learning. Our aim is that these BSPs operate within the normal parameters of this Behaviour Policy but are a way of focussing our energies on adapting the challenging behaviour. Targets set are reviewed on a termly basis by all those staff involved including members of the SLT. Targets are SMART and manageable.

Children's conduct outside of school

In certain circumstances staff have the power to discipline children for misbehaving outside of the school premises "to such an extent as is reasonable" if it is witnessed by staff or reported to the school. Such circumstances include misbehaviour when a child is:

- ✓ Taking part in any school organised or school related activity.
- ✓ Travelling to or from school.
- ✓ Wearing school uniform.
- ✓ Identifiable as a pupil at our school.

Or misbehaviour that

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

In such circumstances the agreed sanctions within this policy will apply. The Headteacher will make the decision as to whether the school will become involved in such situations and instances.

Recording and Monitoring

- ✓ The HT keeps records of "serious incidents" that have required the involvement of members of the SLT.
- ✓ Serious incidents are recorded on a specific form and can be used as data for monitoring or evidence in formal situations, eg Pastoral Support Programme, Looked After Child Review, or an during decision making for an exclusion.
- ✓ Some children may have behavioural targets as part of their IEPs.

- ✓ Some children may have behavioural targets as part of their work with Learning Mentors.
- ✓ Children who are sent to the Lunch Club are recorded. If children's behaviour is repeated this is recorded by letters being sent home. These letters are recorded.
- ✓ Governors are made aware at Governors meetings of any serious incidents, Racist Incidents, Homophobic or incidents involving bullying and Fixed Term or Permanent Exclusions.
- ✓ The Governor with responsibility for monitoring the behaviour management systems is the Chair of Governors.
- ✓ The Governor with responsibility for monitoring our "Numbered Book", used to record instances when positive handling or restraint has been used, is our Governor responsible for Safeguarding.

This policy will be fully reviewed by staff and Governors in the Summer Term 2025