



GREENFYLDE CHURCH OF ENGLAND FIRST SCHOOL

including Sunny Ile and Cygnets Pre-School



Policy: Behaviour Management

Date of review: October 2021

Version number: 11

Date of last review: October 2020

Changes from last review: Update on Peer on Peer abuse and Harmful Sexual Behaviour from DSL Briefing 20.9.21. With COVID continuing we are using TEAMS and phone calls to have discussions with parents were appropriate.

Signature:

Print Name: Guy Adams

Position: Chair of Governors

Date: Oct 21

Our Vision

Our doors are open – everyone is welcome in Greenfylde C of E First School. As a school community we seek through shared service to support children, families and wider community; encouraging high expectation, hope and support for aspirations and an understanding that all deserve to receive and give respect and dignity.

'...life in all its fullness' John 10:10

Caring

Friendly

Thankful



GREENFYLDE CHURCH OF ENGLAND FIRST SCHOOL

Behaviour Management Policy

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The Principles

The staff and governors of Greenfylde School believe that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. It seeks to create a caring and learning environment in the school by:

- Promoting good behaviour and discipline;
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- Ensuring fairness of treatment for all;
- Encouraging consistency of response to both positive and negative behaviour;
- Promoting early intervention;
- Providing a safe environment free from disruption, violence, bullying and any form of harassment;
- Encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the school's policy and associated procedures.

Whilst we wish to promote good behaviour and attitudes through a system of rewards, we recognise that a system of sanctions is necessary for times when pupils are unable to keep rules or live up to expectations. As with rewards, sanctions, and the reasons for which they are used, need to be made explicit. As far as possible, the sanction imposed should relate clearly to the action which invoked it. For younger children any sanctions should be relevant and immediate.

The framework regarding behaviour at Greenfylde includes:

- A whole school behaviour policy, which sets out the general rules and the rewards and consequences associated with these rules.
- Classroom behaviour plans based upon these rules, rewards and consequences.
- Agreed procedures for maintaining a positive, ordered atmosphere in school
- Lunchtime behaviour plan

Roles and Responsibilities

The Governing Body will establish in consultation with the headteacher, staff and parents the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to pupils and parents, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of behaviour.

The headteacher will be responsible for the implementation and day-to-day management of the policy and procedures. Support for staff faced with challenging behaviour is also an important responsibility of the headteacher.

Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied, establishing rules and directions that clearly define the limits for children of what is acceptable and unacceptable behaviour. They also have responsibility, with the support for the headteacher, for creating a high quality learning environment, teaching children to follow the agreed rules and directions and implementing the agreed policy and procedures consistently. Mutual support amongst all staff is essential.

The Governing Body, headteacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.

Parents and carers will take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy.

Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

We believe that the best way to achieve good standards of behaviour is to be positive and praise/reward good behaviour. This is backed up with sanctions where behaviour is less than acceptable. Adults clearly, confidently and consistently state their expectations to children, and are prepared to back up these words with actions. When an adult responds assertively, they tell children exactly what behaviour is acceptable and what is unacceptable, what will happen when the child chooses to behave and what will happen when the child chooses not to behave. No questions. No room for confusion. At the same time they understand each child's need for warmth and encouragement and does not allow any child's appropriate behaviour to go unrecognised.

Greenfylde Code (see appendix 2)

- Take care of yourself
- Take care of others
- Take care of our school

These rules are applicable in all circumstances while the children are at school. All children in school should know these rules and the rewards and consequences which apply to them.

The Code's rules are designed to be sufficiently broad so that they are applicable in all circumstances; children need to be taught how they apply in different situations.

Rewards

A school ethos of encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this. They have a motivational role in helping pupils to realise that good behaviour is valued, and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups.

At the simplest level, these will include:-

- A smile
- A comment; 'well done' etc.
- Being sent to another person to tell them about what you have done (within classroom bubble during Covid)
- Being sent to the Headteacher/Deputy Headteacher to receive a sticker and mention in a 'special assembly' – see Star of Week below. HT/DHT during Covid regulation would be able to come to the classroom door to celebrate this work.
- Being awarded a 'Star of the Week' Award or Ilminster Lions' Improvement Award
- Having work chosen for our Wonderful Writing awards

Behaviour Tracker Sheet / Golden Time (see appendix 3)

This is a **daily** behaviour tracker sheet where teachers will record individual pupil's names on the tracker as necessary. Children work through the stages; however a serious breach of rule (for example, punching, kicking, swearing, and racial abuse) will lead to immediate action as deemed appropriate by the Senior Leadership Team and Headteacher.

Name	Monday	Tuesday	Wednesday	Thursday	Friday

W1234	W1234	W1234	W1234	W1234
W1234	W1234	W1234	W1234	W1234

W = verbal warning – name turned upside down in positive zone, this is a visual representation to remind the child of how they need to change their behaviour. Aiming for all to move up 5 mins a day so all children actively involved in behaviour policy to gain a max of 25 mins golden time a week which will occur on PPA afternoon)

1 = second warning – child moved within the class (near an adult but still socially distanced or on their own) lose chance to gain 5 mins of Golden time – can be gained back if not moving to next stage or another warning given that day)

2 = child's name sent to DHT/HT who will speak to child in socially distanced way.

3 = child name sent to DHT/HT again who will speak to child in socially distanced way if inappropriate behaviour continues in another class or if two visits to another class in the same week

4 = child's name sent to Headteacher/Deputy Headteacher if three visits to another class in same week and recorded in the behaviour tracker held by the HT/DHT.

This behaviour tracker is collected every Friday morning and taken to the headteacher so a record can be kept. The SLT and Head Teacher will meet regularly to discuss the class tracker sheets, lunchtime time outs and those children at risk of persistent poor behaviour.

If the senior leadership team spot a pattern of misbehaviour further actions may be deemed appropriate. Serious incidents and consistent patterns of poor and worrying behaviour are recorded in individual children's logs by the class teacher. Note – during these Covid times the form will be kept by the class teachers and the HT/DHT will keep their own log of being contacted by staff.

All children have the opportunity to earn five minutes of golden time every day and this is shown in classrooms via a behaviour display whose theme is at the discretion of the classroom staff team.

Lunchtime Behaviour Plan

At lunchtimes all staff will follow a 1, 2, 3 procedure whilst also promoting positive behaviour through comments to pupils and pointing out positive behaviour on the playground and in the hall.

1 = verbal warning giving children an opportunity to change to more positive behaviour at lunchtime

2 = time out with a lunchtime supervisor (rule of thumb this should be for one minute per year of age).

3 = red card sent with child to class teacher or in their absence the team leader.

Agreed procedures for maintaining a positive, ordered atmosphere in school

Our aim is to reduce inappropriate behaviour by promoting good behaviour throughout the school. We can do this by:

- Expecting, recognising, praising and rewarding good behaviour
- Modelling good behaviour
- Advising parents of good work or behaviour
- Highlighting good work or behaviour e.g. in assemblies
- Providing a challenging and stimulating programme of study designed to enable all to flourish
- Encouraging children to reach the highest standards of personal achievement
- Recognising and being constantly aware of the needs of each individual child according to ability and aptitude
- Enabling children to take increasing responsibility for their own learning and actions
- Ensuring that learning is progressive and continuous
- Taking prompt appropriate action to deal with inappropriate behaviour
- Working collaboratively with a shared philosophy and commonality of practice following School Guidelines
- Provide a positive ethos to encourage good behaviour
- Applying rules firmly, fairly and consistently
- Clear and consistent understanding and application of school expectations

Within school:

- All staff share responsibility for the behaviour of children throughout the school.
- Children are expected to walk quietly into and out of the hall for assemblies/worship and to sit silently during the assembly/worship. Teachers should supervise their class coming into assembly/worship, model appropriate behaviour ensuring they engage positively throughout assembly/worship and encourage them at the end of assembly to walk silently back to class.
- Teachers will encourage children to take responsibility for cloakrooms and ensure they are clear at the end of each day.
- Staff promote the need for children to line up silently at the end of playtimes and lunchtimes so they can listen to staff instructions.
- Children are expected to walk around school quietly and calmly.

Sanctions

Sanctions are needed to respond to inappropriate behaviour. Sanctions which may be used are verbal warnings, the withdrawal of privileges, time out, referral to the Head Teacher, being entered in the Behaviour Book, parents being contacted and, as a final sanction, exclusion.

Verbal Warnings

These are given by teachers and other adults where there is a minor incident or the first occasion of an incident.

Withdrawal of Privileges

This may occur when a verbal warning has already been given or for the first incidence of a more serious nature.

Time Out

This will be given when a pupil needs to be removed from a situation before a more serious incident occurs. The pupil should be given a specific time for which they will be withdrawn from the activity (e.g. a sand timer may be used with younger children – one minute for each year of age is quite a good guide) and clear expectations of their behaviour during the timeout period. A suitable place for time-out to be taken will be identified by the teacher, ensuring that the pupil remains under adult supervision at all times. The adult does not talk to, counsel or reprimand the child during this time. Soon after the child's re-entry into the room an opportunity is found to comment positively on their behaviour.

Referral to the Head Teacher

Pupils may be referred to the Head Teacher or Deputy Head Teacher for more serious incidents or when a particular behaviour recurs. For incidents of racist behaviour, a referral to the Head Teacher or Deputy Head Teacher will always be made and LA reporting procedure will be followed.

Behaviour Book

When a pupil is referred to the Headteacher or Deputy Headteacher for serious incidents, the pupil's name, nature of the incident and action taken is recorded in the Behaviour Book.

Notification of Parents

Where a teacher has concerns regarding a pupil's behaviour they may request a meeting with parents, this may just be a short conversation at the end of the day but should always take place privately, during the continuing Covid regulations this is likely to be via telephone or Microsoft Teams. Parents will be contacted and offered an appointment to discuss a pupil's behaviour and any further action when a child's name appears three times in a half term in the Behaviour Book or when involved in any serious incidents, including those of a racist nature.

Exclusion

Whilst we strive to be an inclusive school where exclusion from school is very rare, we would hope that no pupil is ever excluded from our school, we recognise that in exceptional circumstances, when the safety or well-being of staff and pupils may be under threat, that exclusion may ultimately be used. If exclusion is ultimately the only alternative, guidelines published by the DfE must be followed and the Chair of Governors will be informed.

The above are general guidelines for the use of rewards and sanctions within the school. We do recognise that not all eventualities can be accounted for and that individual circumstances and needs should always be taken into account when dealing with pupils. However adults should

always ensure that their actions are fair and reasonable and that the reasons for decisions are made explicit to all those involved.

Involvement of Outside Agencies

Pupils whose inappropriate behaviour is more frequent, persistent, or severe than others will be placed on the Special Educational Needs Register. Emotional and behavioural difficulties often prevent children's progress in learning and they will be given support towards improving their behaviour through an Individual Education Plan. External agencies such as Behaviour Support Services or the Educational Psychologist may be called upon to offer additional support, when necessary. (See our Policy for Special Educational Needs).

Screening or searching a pupil

This will only occur where there is a reasonable belief that the pupil possesses an item that that is 'prohibited' or banned in accordance with school rules. Whenever staff screen, search or confiscate items they will follow the document guidance Screening, Searching and Confiscation: Advice for Headteachers, Staff and Governing bodies. January 2018. DfE

Behaviour outside the school premises

The Power to discipline pupils for misbehaving outside the school premises "to such an extent as is reasonable" will only happen in the following circumstances where misbehaviour by the pupil occurs when the pupil is:

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

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

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

Use of Reasonable Force

Appendix 1 outlines Greenfylde's statement in regard to Use of Reasonable Force

Allegations against school staff

In cases where allegations are made against school staff or it is found that pupils have made malicious accusations against school staff the school will draw on the advice contained in the 'Dealing with Allegations of Abuse against Teachers and Other School Staff' guidance DfE document . Consequences will be in line with the rest of the Behaviour Policy.

Peer on Peer Abuse

Greenfylde First School expects all our children to be safe and any allegation of Peer on Peer Abuse will be taken seriously as it does not reflect the values of our school.

Keeping children safe in Education September 202, Part one (KCSIE 2021) states that:

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). And that it can happen both inside and outside of school or college and online. It is important that all staff recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports.

- Peer on Peer Abuse is any form of physical, sexual, emotional and financial abuse, and coercive control exercise between children, and within children's relationships (both intimate and non-intimate), friendships, and wider peer associations.
- Abuse can take various forms, including (but not limited to): serious bullying (including cyberbullying), relationship abuse, domestic violence, harmful sexual behaviour and/or prejudice-based violence including, but not limited to, gender-based violence.
- Online peer-on-peer abuse is any form of peer-on-peer abuse with a digital element, for example, sexting, online abuse, coercion and exploitation, peer-on-peer grooming, threatening language delivered via online means, the distribution of sexualise content, and harassment.

Any concerns should be reported to the DSL or DDSL using a cause for concern form so that early intervention can be supported where required.

Harmful Sexual Behaviour

Likewise, Harmful sexual behaviour (HSB) will not be tolerated in Greenfylde. Harmful Sexual Behaviour is a term used to describe sexual actions that are outside what is safe for a young person's stage of development. It includes actions that can harm either the child of young person themselves, or another person. It can include:

- Frequently and intentionally accessing age-inappropriate sexual material online
- Using inappropriate language
- Undertaking mutual sexual activity they are not ready for with peers
- Sending and receiving illegal images
- Sexual interaction where there are significant power differences, lack of consent, or through force or threats
- Engaging in abusive or sexually violent sexual behaviour online or offline.

Review

The headteacher, in consultation with the staff, will undertake systematic monitoring and conduct regular reviews of the behaviour management policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. The headteacher will keep the Governing Body informed.

The Governing Body will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the headteacher, staff and parents.

The outcome of the review will be communicated to all those involved, as appropriate.

Appendix 1

Statement re Use of Reasonable Force (taken from DfE Use of reasonable force - Advice for headteachers, staff and governing bodies July 2013)

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.
- Whenever used reasonable adjustments for disabled children and children with special educational needs (SEN) must be made.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

Appendix 2

Greenfylde Code

Take care of yourself

Take care of others

Take care of our school



Greenfyld's line up code

- ✓ Walk to the end of the line
- ✓ Leave a person space
- ✓ Keep hands and feet to yourself



Greenfyld's listening code

When an adult asks for my attention I:

- ✓ Stop what I am doing
- ✓ Empty hands
- ✓ Look at the adult
- ✓ Keep quiet and still
- ✓ Listen



Appendix 3 Greenfylde C of E First School - Weekly behaviour management chart (please pass to HT/DHT including any nil returns on a Friday morning)

Class: _____ Date starting: Friday _____

Name	Monday	Tuesday	Wednesday	Thursday	Friday * start week here
	W 1 2 3 4	W 1 2 3 4	W 1 2 3 4	W 1 2 3 4	W 1 2 3 4
	W 1 2 3 4	W 1 2 3 4	W 1 2 3 4	W 1 2 3 4	W 1 2 3 4
	W 1 2 3 4	W 1 2 3 4	W 1 2 3 4	W 1 2 3 4	W 1 2 3 4
	W 1 2 3 4	W 1 2 3 4	W 1 2 3 4	W 1 2 3 4	W 1 2 3 4
	W 1 2 3 4	W 1 2 3 4	W 1 2 3 4	W 1 2 3 4	W 1 2 3 4
	W 1 2 3 4	W 1 2 3 4	W 1 2 3 4	W 1 2 3 4	W 1 2 3 4
	W 1 2 3 4	W 1 2 3 4	W 1 2 3 4	W 1 2 3 4	W 1 2 3 4
	W 1 2 3 4	W 1 2 3 4	W 1 2 3 4	W 1 2 3 4	W 1 2 3 4

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1 = second warning – child moved within the class (near an adult or on their own) lose chance to gain 5 mins of Golden time – can be gained back if not moving to next stage or another warning given that day)

2 = child sent to another class with work to complete

3 = child sent to team leader if inappropriate behaviour continues in another class or if two visits to another class in the same week

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