



Greenfields Primary School

Behaviour Policy

Approval

Approved by Chair of Governors / Head Teacher	David Ray / Kate Day
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Contents

		Page
1.0	Introduction	3
2.0	Rationale	3
3.0	Our Core Values	4
4.0	Promoting Positive Behaviour	4
5.0	Correcting Misbehaviour	5
6.0	Playtime and Lunchtime / Out of school	5
7.0	Supporting children with BESDs	5
8.0	Exclusions	6
9.0	Collective Responsibility	7
10.0	Rewards	7
Appendix 1	Behaviour Stages	8
Appendix 2	Behaviour Log	12
Appendix 3	Behaviour Tree	13

Section 1: Introduction

At Greenfields Primary School we foster an environment of mutual respect and co-operation. We consider our school to be a community where everyone, staff and pupils, work together in an encouraging way ensuring everyone's views are valued and respected.

We strongly believe that high standards of behaviour lie at the heart of a successful school that enables (a) all its pupils to make the best possible progress in all aspects of their trust life and work and (b) all staff to be able to teach and promote good learning without undue interruption or harassment.

Our behaviour policy is designed to create a learning environment which supports the individual needs of each member and the development of good working relationships. Achievement of every kind, academic and non-academic, is valued and celebrated. All members of our school should have an equal chance to succeed and reach their full potential.

This policy will be shared with all staff and parents annually and published on the Greenfields Primary School website. Additionally, the school's expectations about behaviour will be clearly set out in the Home-School Agreement.

Section 2: Rationale

All people need to develop a confidence about themselves, a respect for others and a realisation that they and others are valued and respected here.

Acceptable standards of behaviour, work and respect depend upon the example of us all.

We will support in ensuring everyone understands that we should:

- have respect for our self and others
- value for the rules of the school
- be sociable
- share difficulties
- be on task with work and be motivated to do our best
- respond quickly to direction
- conduct ourselves in a safe and responsible way

The aims of the behaviour policy are:

- to maximise children's learning and ensure their happiness in school
- to ensure that behaviour management by all staff is consistently applied;
- to ensure that behaviour expectations are communicated fully and clearly to parents;
- to keep developing good relations with home;
- to ensure all parents, teaching staff and non-teaching staff work together in a positive way;
- to separate the person from the act i.e. 'your behaviour is unacceptable', not 'you are unacceptable';
- to express our rules and ways of conduct in positive terms;
- to assist everyone who may be experiencing difficult times;
- to promote good behaviour rather than simply punish bad behaviour;

- to promote respect for the school environment by keeping it attractive and stimulating;
- to encourage pride in the school by enjoying contributing to its care with practical help and acceptable conduct.

Section 3: Our Core Values

Our approach to promoting and achieving positive behaviour is built around five core values. Children will be awarded coloured badges, linked to each core value, each half term, with the aim of gathering all 5 by the end of their time here at Greenfields.

- H – Honesty
- E – Empathy
- A – Aspiration
- R – Respect
- T – Team Player

Through our core values, we aim to create a positive learning environment; self-discipline, co-operation and respect are key features we expect to see in all areas of our school. In order for this to happen successfully, we have fostered a whole school approach to behaviour and discipline. Through the use of our agreed system we will achieve consistency; every member of our community has a clear understanding of the high expectations we have for behaviour and therefore we will create a positive environment in which all will flourish and reach their full potential.

All staff are expected to use stickers as an incentive and reward, and to give them out regularly in class, around the building and on the playground. The core values will be regularly communicated during circle time, in assemblies, and are displayed in every classroom and around the school.

Section 4: Promoting Positive Behaviour

We use rewards in a variety of ways to help instil the positive ethos of our School:

- sharing congratulatory comments and praising pupils for positive actions, decisions and work they have completed;
- public acknowledgement - in class, on display etc.;
- the awarding of stickers;
- the awarding of certificates. These names appear in our school newsletters;
- sharing their work with peers, teachers, support staff, and members of the senior leadership team;
- teacher telling a parent in person, sending a note or phoning home about good examples of work/behaviour;
- Friday Green book assemblies;
- Half Termly celebration assemblies
- Rewards – see section 10.

Section 5: Correcting Misbehaviour

Greenfields Primary School will apply the following sanctions to tackle instances of poor behaviour:

- tactical ignoring
- giving children an opportunity to correct their behaviour (e.g. through a warning)
- allowing pupils to take time out either in their own classroom or in another classroom (if appropriate)
- taking time away from playtimes and lunchtimes to allow pupils time to consider the consequences of their behaviour
- discussions with parents and carers when serious incidents of poor behaviour occur or when poor behaviour choices are made on a regular basis.
- using behaviour contracts and positive behaviour plans (PBPs) when a child's behaviour is challenging over a period of time. This includes instances where children who have social, emotional and behavioural needs (SEBN) require more intensive support with management of their behaviour.

The stages of behaviour, including information about sanctions that may be used, contained in Appendix 1.

Incidences of physical aggression, bullying, racism and use of bad language will be followed up by a senior member of staff, and a log kept of all such incidents.

In the application of the above sanctions, all staff are expected to be consistent and treat pupils fairly. Incidents of a more serious nature or where behaviour is persistently repeated, should be recorded in the Class Behaviour Log (see Appendix 2).

Section 6: Playtimes, Lunchtimes and Extended School including out of school

It is important that the standards of behaviour expected outside of the classroom are as high and rigorously enforced as they are within. A consistent approach to behaviour is crucial in this way. It is important that social times are viewed as an opportunity to promote social skills, values and attitudes. Indeed, whenever a child is wearing the Greenfields uniform, we expect them to uphold our high standards of behaviour at all times. Any child who brings the school into disrepute and is identifiable due to their wearing of the school uniform can expect there to be the same consequences as there would be in school, even if the behaviour occurs outside of the school grounds and outside of school hours.

Each member of the permanent Lunchtime team will choose one child from their allocated area each day to be their Lunchtime Star. The chosen children will be awarded a sticker to add to their chart.

Section 7: Supporting Children with Behavioural, Emotional and Social Difficulties (BESD)

Some pupils experience social, emotional, behavioural developmental needs for a variety of reasons, e.g. early childhood experience, environmental factors, inconsistent parenting, bereavement, bullying/discrimination. Pupils will be identified through different school systems,

such as repeated patterns of misbehaviour, identification of specific needs by the SENCO highlighting as well as through concerns raised by staff or parents/carers. Time will be taken to gain an understanding of the cause and nature of the misbehaviour and consideration to how the underlying causes can be addressed through intervention and support:

- regular monitoring of behaviour logs to identify patterns of misbehaviour
- using behaviour contracts and positive behaviour plans (PBPs) when a child's behaviour is challenging over a period of time
- allocation of a learning mentor and/or 1:1 support
- referral to participate in social skills groups.
- referral to the Educational Psychologist or other outside agencies as appropriate
- use of an Inter-Agency referral or Early Help referral access the Local Authority's behaviour support team or for a multi-agency approach e.g. Team Around the Family.

Section 8: Exclusions

Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports schools in using exclusion as a sanction where it is warranted. However, permanent exclusion should only be used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The decision to exclude a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.

Greenfields Primary School will ensure a plan is put in place for reintegrating pupils that return to school following a fixed period exclusion, and for managing their future behaviour. All children have a right to an education. Greenfields Primary School will take reasonable steps to set and mark work for pupils during the first five school days of an exclusion, and alternative provision must be arranged from the sixth day.

If Greenfields Primary School does make the decision to exclude a pupil we will notify parents of the period of the exclusion and the reasons for it. They must also, without delay, provide parents with the following information in writing:

- the reasons for the exclusion;
- the period of a fixed period exclusion or, for a permanent exclusion, the fact that it is permanent;
- parents' right to make representations about the exclusion to the Governors and how the pupil may be involved in this;
- how any representations should be made; and
- where there is a legal requirement for the Governors to consider the exclusion, that parents have a right to attend a meeting, be represented at this meeting (at their own expense) and to bring a friend.

Section 9: Collective Responsibility

Being a part of a coherent community we must recognise all members have responsibilities which ensure everyone feels they are valued and supported. Children, staff and parents should be aware of the positive impact their actions and comments can have in the smooth running of the School.

This is achieved in a number of ways:

- Good communication between all members, we share in a respectful way any worries or concerns we have.
- We listen to concerns and support in the best way we can or seek out support from others.
- Key messages about respectful conduct and the core values we expect from all members of our school are shared in assemblies, during circle/reflection time and during PSHE lessons. All members of staff model positive actions; encouraging and praising this when displayed by pupils in their everyday interactions with members of our community.

We have a collective responsibility in creating an environment where everyone feels valued, listened to and supported. This will only be achieved if we work together using a consistent approach; helping and supporting everyone to reach their full potential.

Section 10: Rewards

At Greenfields we have Bronze, Silver and Gold cards to collect stickers we have been given for positive behaviour and behaviour for learning.

We celebrate at our weekly **Achievement Assemblies** where we can get:

Achievement Awards to celebrate that we have made consistent, determined progress over the course of a week or in a challenging lesson.

Heart Awards that focus on overcoming challenge and celebrates when we show exemplary behaviour, manners and conduct towards adults or peers particularly in difficult circumstances. These awards are a 'surprise' and we do not know in advance.

Head Teacher Awards are achieved when we show exceptional learning skills. We share our work with another member of staff and our parents have a text message via Marvellous Me to tell them what we have done.

Attendance Awards are also given at our Achievement assemblies

Green Book Assembly is held weekly and staff celebrate the success and achievement of one or two members of the class who have upheld our values.

Every half term the **Attendance Cup** is given to the class who have the highest attendance for that half term. At the end of each term we have certificates for 100% Attendance and Excellent Attendance. There are also awards for people who make improvements in their attendance.

Each term we also have the **Governors' Cup** which is given to someone who has consistently demonstrated British values of behaviour, tolerance and respect; and the **Inspiration Cup** which celebrates someone who is an amazing learner.

The most important part of being at school is to learn. We cannot learn if we are not in a positive place and we cannot learn if we don't know how to behave to make sure we are in the Learning Zone. All the things we do at Greenfields are to help us be the best learners we can, not only in school but in everything we do.

Appendix 1: Behaviour Stages

Cloud

- a warning
- move to a different carpet space/table
- name taken off if correct choices are made
- if behaviour continues, move to Rain Cloud

Rain Cloud

- time out for five minutes/miss part of play time (if a significant part, the behaviour must be logged).
- discuss inappropriate behaviour
- discuss strategies to prevent repeated behaviours e.g. calming strategies, kind words
- if behaviour continues, move to Storm Cloud

Storm Cloud

- 5 or 10 minutes time out in another class;
- discuss behaviours with staff in that class
- return to class and apologise
- parents informed
- Log behaviour

Time out is carried out at lunch time. For EYFS, time out is given in class. In KS1 the child will be placed at the back of the lunch queue and served after their classmates are seated. In KS2, the child is kept in class for the requisite amount of time.

The context and child's needs will be fully taken into account when sanctions are applied.

Behaviours that warrant sanctions:

Cloud move:

Refusal to work or follow instructions	Encouraging bad behaviour in others
Rudeness	Vandalism
Hurting others	Telling tales
Unwanted noises	Disrespect
Unkindness	Not ready to learn
Name calling	Being in the wrong place

SLT intervention:

Continuous disruption
Lying
Stealing
Swearing
Bullying (sustained bullying results in the Head teacher dealing with the incidents)
Fighting (with intent to cause harm results in the Head teacher involvement)
Racism or homophobia

Being seen by the SLT results in being recorded in the Thin Ice book. This book is monitored by SLT weekly. Any child recorded in the book more than 3 times a half term will be invited to a meeting with the class teacher and Deputy along with their parents; 6 incidents = a meeting with the Head teacher and parents. Parents will be informed of any incident which is recorded in the Thin Ice Book by the class teacher, if the head has to deal with directly will result in a phone call home by the Head teacher that day and a letter home.

How to use the Behaviour Stages

The Greenfields system comprises of 7 stages, three positive and three consequential. All children start every learning period on the Greenfields Shield and then move up through the stages: sunshine, rainbow and neutron storm. Poor behaviour choices will result in moving to the clouds. Occasionally, a child may need to be moved straight to the Storm Cloud if the behaviour is severe. This should not happen very often, as most of our behaviours are low-level. If a child has been put into the Storm Cloud, then parents should be informed. Behaviours involving violence towards children or adults, bullying, swearing or racism must be referred to a senior member of staff (see above).

Please be mindful of pupils' understanding of inappropriate behaviours. Some children do not yet realise that shouting out is not acceptable; for us to react every time this happens will affect the child's self-esteem. This is designed to help our children to understand the ways we want them to behave. The most important part of this process is the discussion. If the child knows why their name has been put on the behaviour chart, they can attempt

to make the right choices in the future.

Please bear this in mind:

Schools have a duty, under the Equality Act 2010, to make reasonable adjustments for children with disabilities. Schools need to take positive steps to ensure that disabled pupils, including those on the autism spectrum, can fully participate in all aspects of school life. A school's behaviour policy should make allowance for behaviour which is a consequence of a pupil's disability, rather than disobedience. A one size fits all policy, fixing a standard penalty for a particular action, is therefore both unfair and inappropriate.

Appendix 2: Behaviour Logs

Behaviour Log



Name:

Class:

Date	Time	Behaviour and response	Witnessed by	Action

The Behaviour Log is kept electronically in the Greenfields StaffRoom / Behaviour / Logs. This should be filled in Do not record incidents that were dealt with in the cloud- these are minor incidents and will have been resolved.

In the third column – Behaviour and Response- please record the following:

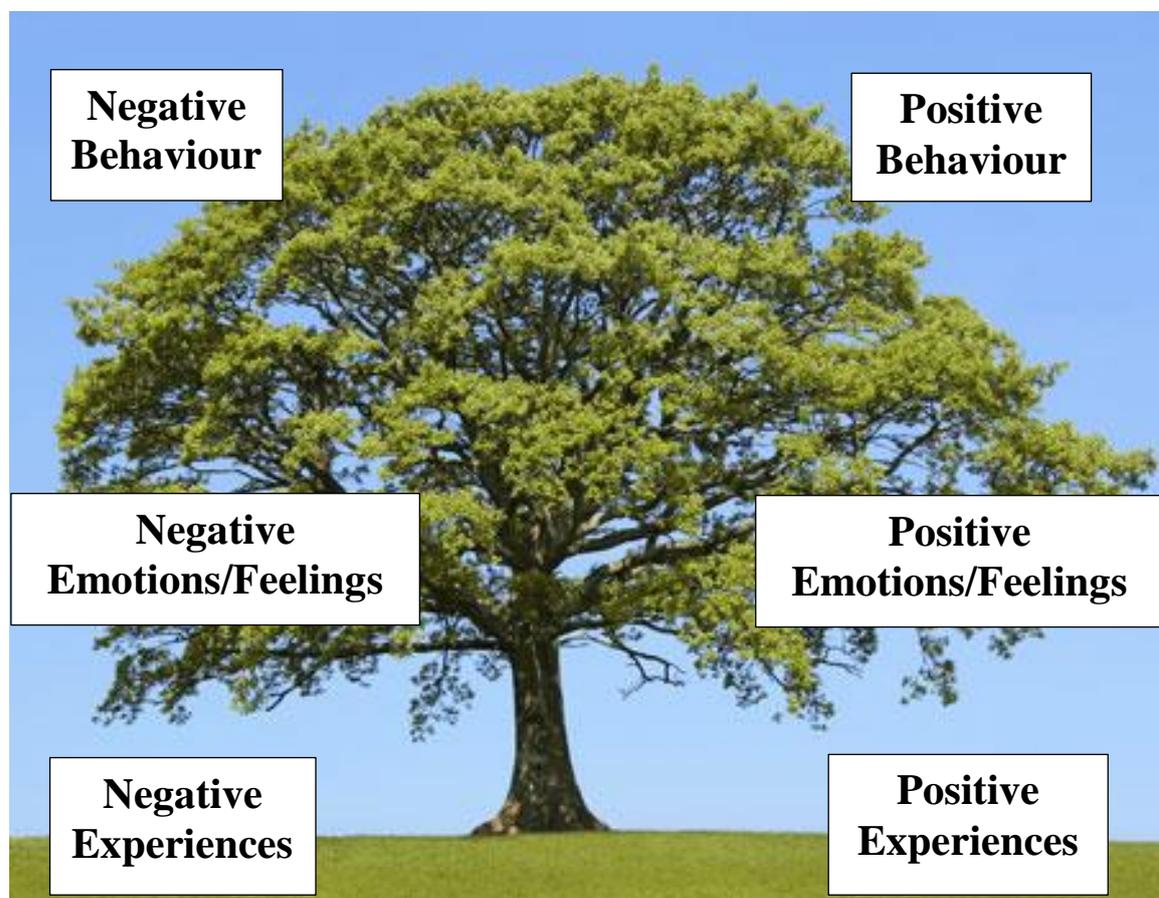
- Brief description of incident
- Adult who dealt with the initial situation
- Adult who behaviour was referred to (if applicable)
- Were parents informed?
- Any further action taken.

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Appendix 3:

The Behaviour Tree



All behaviour starts with experiences. If someone has lots of negative experiences, at home or at school, these experiences build to create negative emotions or feelings. When we have negative emotions or feelings this can often lead to negative behaviour.

If you have lots of positive experiences you will naturally feel positive and your behaviour will be positive too.

- ❖ **Remember the Tree** – if someone is showing negative behaviour we should ask “What has happened to make them feel bad enough to show negative behaviour?”
- ❖ **Feed the Tree** – we must always try and feed the positive side of the tree. So we need to make sure that we treat others in a way that is positive not negative and that we ask “Why do they feel so upset/angry/sad today?”
- ❖ **Remember the Adults** – all the adults at school are here to help us. If something has gone wrong go and speak to one of them and they will help you to find a solution and solve your problem.
- ❖ **Remember to Apologise for Accidents** – If we hurt or upset someone accidentally it is very important to say sorry and make sure they are alright. If we don't they may think that we hurt or upset them on purpose and this could start an argument.
- ❖ **Remember the Secrets of Positive Behaviour**
 1. **Be honest and truthful**
 2. **Treat others as you want them to treat you**
 3. **Show good manners at all times**
 4. **Understand other people's feelings**
 5. **Be responsible for your own actions**
 6. **Understand that there are consequences for negative behaviour**

The Secrets of Positive Behaviour

1. **Be honest and truthful** – If we are honest and truthful people will know that they can believe what we say and rely on us. If we aren't honest and truthful people will never know when we are being untruthful and they will not be able to rely on us or trust us.
2. **Treat other as you want them to treat you** – If we are unkind, thoughtless and disrespectful to others they will assume that we are happy for them to treat us in the same way. We must always remember that if we want people to treat us with respect we must show the same thoughtfulness to everyone else, even when sometimes they might forget how to treat others properly.
3. **Show good manners at all times** – If we speak or act rudely or forget to say 'please' and 'thank you' people will think that we don't care about being polite. If you show people that you are polite and have good manners they will think positively about you.
4. **Understand other people's feelings** – This links to one of the Secrets of Success – Understanding Others. We need to be able to recognise that people may be upset or unhappy and make sure that we don't do or say anything to make them feel worse. Sometimes when we feel unhappy we forget that others may be feeling just as upset as we are and we can behave in a way that doesn't take account of how they are feeling.
5. **Be responsible for your own actions** – Sometimes people try to blame others when they have done something wrong. Or they have trouble being able to understand that they are responsible for what has happened. It is important to think carefully about what you did and how you could act differently next time. We have written a '*Think about It and Make the Future Right*' sheet to help people think about what has gone wrong and how could change their behaviour next time.
6. **Understand that there are consequences for negative behaviour** - We thought about what negative behaviour can happen in different areas of the school. We thought about

the dining room, the classroom and the playground and what negative behaviours might be seen in each place.