



Greenholm Behaviour Policy

At Greenholm we are a school that is welcoming and safe which creates an environment that values and supports learning for everyone. We work hard to create an ethos that promotes inclusive practice for all by providing a consistent and fair approach, which is supportive of the continual emotional development of all by modelling and teaching mutual respect, openness and honesty. We always strive to ensure everyone at Greenholm feels empowered and is inspired to achieve high standards.

Policy Statement:

Children's behaviour is central to the learning process. For children to be effective learners they need to learn how to behave with consideration towards each other, all school staff, parents and families and the wider community. We acknowledge the impact that all these individuals have upon the development of appropriate behaviour and seek every opportunity to work with them. As a school, we recognise the importance of promoting the positive behaviour even when addressing unacceptable behaviours.

Aims:

- To ensure that everyone feels safe and valued at all times.
- Through policy and practice to actively promote mutual respect amongst children, parents, staff and the wider community.
- To recognise that children's behavior and wellbeing is central to the learning process and is an intrinsic part of education.
- To model ways to behave correctly and provide children with opportunities to develop skills and strategies to difficult situations.
- To ensure that Children, parents and staff have the right to be supported through any problems without prejudice and ensure the dignity of all concerned

This policy operates in conjunction with the following school policies:

Pupil Code of Conduct

Anti-Bullying Policy

Personal Social Health and Relationship Education (PSHRE) Policy

Special Educational Needs and Disabilities (SEND) Policy

Child Protection and Safeguarding Policy

Exclusion Policy

Positive Handling Policy

Complaints Procedures Policy

At Greenholm, we recognise the importance of having clearly stated and shared values and beliefs, which underpin expected standards of behaviour and quality relationships. These values are communicated through the vision statement, the code of conduct, class rules, Achievers Tools and the PSHRE curriculum, as we believe that social interaction based on mutual respect is a fundamental basis of an optimal learning environment.

Bullying :(Also see the Anti-Bullying policy)

We are aware that bullying exists in all walks of life. In order to deal with bullying at Greenholm we feel it is important to define the term 'Bullying',

A deliberately hurtful behaviour, either physical or verbal that is repeated over a period of time and the victim is unable to defend themselves.

Procedures for dealing with bullying:

- Children are actively encouraged to share any concern with any person in trust.
- We openly acknowledge the existence of bullying, are observant of children exhibiting any obvious changes in behaviour or seeming unusually subdued or unhappy, and recognise these may be the signs and symptoms of a pupil being bullied.
- We always seek to be accessible to children and parents to discuss any issues or concerns.
- We investigate all situations that are of concern to children, ensuring that both sides are listened to and recorded in the Class Incident Logs provided.
- All school staff are responsible for monitoring the behavior and reporting any patterns of negative behaviours to the SMT.
- All members of Staff are encouraged to make their collective presence felt around the school building so that children can speak to staff at any time.
- All staff speak regularly to children in assemblies, collective worship and throughout the day informally on matters associated with behaviour, concerns or worries.
- Matters are dealt with on an individual basis, as individual or special needs of children need to be recognised and met.
- We plan for opportunities throughout the day to engage children in 'chat' so that they are comfortable and secure in talking to as many different adults as is possible.
- Some identified vulnerable pupils can have an allocated key person to approach for a timetabled debrief.
- Pupils are able to contact 'Triple G', the school mascot for supporting pupils with any concerns; this can be done by email or text.

Greenholm School Code of Conduct: (This code underpins all aspects of behavior management throughout school.)

At Greenholm School:

1. We are polite

The children should be positively encouraged to be courteous and polite to everyone at all times, this needs to be modelled by adults at every opportunity. Children must be reminded that bad or inappropriate language is unacceptable.

2. We respect and help each other

Respecting others means valuing others' opinions and property, working together and learning to share and co-operate. Co-operative work in classes and games, which encourage sharing, and teamwork are important in fostering these attitudes.

3. We tell the truth

Honesty is praised and rewarded and the importance of admitting mistakes and misbehavior should be encouraged at every opportunity. The consequences of lying about wrongdoing should always be worse for the child than the consequences of the wrong doing itself. Adults must remember the importance of admitting mistakes when they occur as this gives the children a good role model and gives them permission to make mistakes.

4. We are responsible for our own actions

Working towards self-discipline, we encourage the children to be responsible for their actions. All adults must strive to help the children to consider the consequences of what they do and the effect of their actions upon others. Whenever possible children should have the opportunity to hear others feelings about situations and to reflect upon how their actions affect others.

5. We always try to do our best

All children must be nurtured to achieve their full potential and to become independent self-motivated learners. Staff must strive to instill in the children the importance of best efforts at all times, in work, play and general behaviour. Classroom organisation should reflect this philosophy and work should be planned in ways, which encourage children to take responsibility for their learning.

Implementing the Code

- The Behaviour Code should be clearly displayed through out the school and teachers should capitalise on opportunities to refer to it.
- The statements are explained to the children in assemblies and in classes. The teachers should make every effort to help the children to understand them in ways, which are appropriate to the age of the children.
- The statements apply to everyone in the school-adults and children alike. It is vital that all adults in school whether staff or volunteers ensure that their behaviour and attitudes towards each other reflect this code.
- If children behave in an unacceptable manner, their behaviour and its consequences should be related to the code. Reference should be made to that part of the code, which the children have contravened in order to help them see why their behaviour is not acceptable.

Class Rules

All classes need to agree class rules; these should reflect the ethos of the School Code of Conduct. About 5 rules are recommended. It is important that the rules are taught and referred to when children exhibit unacceptable behaviour. The rules may be developed or changed to support needs of the learners as the year progresses.

The Curriculum and PSHRE Programmes:

The curriculum provided for the children is planned around developing the key skills, this is also supported by the ICT and Science provision and the following initiatives:

- The Achievers Tools.
- Nurture programs are run for selected pupils.
- Resilience programs by a trained specialist are set up for selected pupils.
- Play therapy is available for pupils who exhibit high level need.

The Achievers Tools:

The Achievers Tools should be displayed in every classroom. These should be planned from to build on a key social skill.

Framework for Intervention

The Framework for Intervention model is used to support classroom and whole school behavior management, as such the learning environment is evaluated, as a starting Point of all interventions and work to improve the context should always take place.

Golden Time/Citizenship

Golden Time is a strategy by which children who behave in an accepted way receive recognition for this. Golden time takes place on a Friday afternoon and offers children a variety of activities if they have shown good behavior during the week.

Rewards and Sanctions:

A comprehensive list of sanctions has been agreed with the staff and should be displayed along with the class rules.

Rewards	Sanctions
Recognition and praise Happy smiles, stickers, stars on work/charts. Class/group points. Responsibilities Certificates/parent notified of achievement. Sent to a member of Senior Staff for Praise/stickers. Sent to Head teacher for praise or Head	Discussion of the behaviour and Consideration of what needs to be done to put things right (Liaise with member of Phase Leader). Supervised 'Time Out'/Cooling off. Teacher sees parent with the child, and discusses behaviour. Discussion of behaviour with SMT. Discussion of behaviour with HT.

teacher's award/treats. Postcard home. Participation in Golden time. Marvellous Me	Exclusion from golden time Suspension/Exclusion in consultation with the HT with the support of the parents and Governors.
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Good Citizenship Award:

On a biweekly basis a citizen of the week badge is presented to a pupil in each class. The pupils can be voted for by their peers or selected by the class teacher.

Marvelous Me:

This is an electronic way to communicate with parents when pupils have exhibited positive behaviours.

Positive Handling

In extreme circumstances where a child's safety or the safety of other children is compromised reasonable force may be used. (See Use of Positive Handling Policy).

Schools do not require parental consent to use positive handling on a pupil.

The decision on whether to physically intervene is down to the professional judgement of the teacher concerned. Whether the force used is reasonable will always depend on the particular circumstances of the case. The use of force is reasonable if it is proportionate to the consequences it is intended to prevent. This means the degree of force used should be no more than is needed to achieve the desired result. **Where appropriate the use of positive handling will be agreed with the head teacher or the DSLs.**

Please note:

- That every opportunity should be used to discuss behaviour with parents both positive and negative.
- All staff have the right to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order or discipline in the classroom.
- The Head teacher and staff authorised by the Headteacher can use such force as is reasonable when searching a pupil without consent for prohibited items.
- **Children who make false and malicious accusations against school staff, which, when investigated have no basis may end in a permanent exclusion of the child.**

Strategies for Encouraging Positive Behaviour:

- Adults should show an interest and listen to the children.
- All children should be treated fairly and equally as individuals. We must remember not to label children and jump to the wrong conclusions.
- Give gentle reminders.
- Adults should stay calm. This will help you to remain in authority and be effective.
- Give praise frequently – it's more effective than criticism.
- Adults should recognise and reward good behaviour.
- Adults should encourage children to take responsibility
- Adults should encourage children to apologise and be considerate and caring of other people's feelings.
- Help children out of awkward situations which would prevent bad behaviour occurring
- Smile and appear happy; hence producing happy children.
- Adults need to be polite to children at all times.
- Be aware of pupil's specific needs and adapt or differentiate behaviour accordingly.

Exclusion:

The Headteacher has the authority to suspend or permanently exclude if the correct procedures and routines are followed (As stipulated by the School policies). Before the child can resume normal schooling, a parent or guardian must meet with the Head teacher or the Deputy Head.

Routines and Strategies to support Behaviour Management

Establishing routines and protocols for key tasks in and around school makes behaviour management easier. It is important to establish expectations for the **FIRE DRILL** walking in and around school, lining up, registration time, carpet time, moving to and from tables, lunch box storage, distributing and collecting in resources, attracting the teacher's attention, getting the attention of the whole class, changing for P.E., toilet routines, getting ready for home time. Children need to be taught and constantly reminded of these routines.

Grouping Children to Support Behavior Management

Careful consideration should be made whilst grouping the children for different tasks to ease behaviour management. Children should be encouraged to work in various social groups to improve intersocial relationships and support classroom management.

Supporting Pupils with Specific Behaviour Needs:

- Nurture programs are run for selected pupils.
- Resilience programs by a trained specialist are set up for selected pupils.
- Play therapy is available for pupils who exhibit high-level need.
- Individual Behaviour Support Plans (IBPS) may be employed for identified pupils.
- Support of other outside agencies may be employed for pupils, e.g. Educational Psychologist or Communication and Autism Specialist.
- One-page profiles will be used to share common strategies to support certain pupils as identified by relevant professionals.

Equal opportunities

The environment will be the starting point for all interventions and the individual(s) will be supported throughout, paper work from the Framework for Intervention model will be used to provide evidence of the support provided.

We seek to maximise inclusion and to provide and promote a safe caring and positive environment for all pupils. It is therefore important that all behaviours are encompassed and dealt with in a sensitive way and with the emphasis being on the incident and not the individual. However, it is important that individual needs are recognised and supported appropriately and matters for concerns are worked through with individuals.

Gender and ethnicity may be influential in the behaviours exhibited or anticipated by members of staff as far as possible, we endeavor to put these to one side and support the individual as appropriate. As a learning establishment, it is essential that we seek to maximise opportunities for learning and behaviour is an integral part of that learning.

Concerns surrounding changes of behaviour or patterns of behaviour may be an indicator of underlying Problems. They therefore must be raised with SMT.

Children who threaten the entitlement of other children through disruptive behaviour may be withdrawn from situations and dealt with, out of the context of the classroom.

SEE BEHAVIOUR POLICY ADDENDUM FOR ACCEPTIONAL CIRCUMSTANCES

Class Incident Logs

In order to support children, parents and staff it is important that all unacceptable incidents that occur are logged. Any incidents during lunchtimes need to also be recorded. Any inappropriate behaviour referred to the leadership team is also logged. In light of the Steven Lawrence Inquiry Racist comments or slander is taken very seriously and are also logged and monitored. Incidents of a homophobic nature are also recorded to ensure the safety and wellbeing of everyone.

This allows for any patterns that are developing to be seen and the support given to be more affective. It is also a useful when discussing with parents about inappropriate behaviour to be able to show exactly what has happened.

Responsibilities

Staff Responsibilities

Behaviour management is the shared responsibility of all the staff, indeed it is a professional duty of all staff as stated in the Teacher standards. The environment, allows children the opportunity for work and behaviour patterns to develop. We recognise this and ensure support and consistency.

Demands made on teacher time/ interaction involving behaviour matters need to be monitored by the individual teacher at stage 1 of the framework, and approach the Person responsible.

The close monitoring the movement of children at Buzz times and at trouble spots is essential.

Every teacher will strive to develop the strategies to become good at managing behavior.

Parental Responsibility

The whole school agreement is used and applied in school and we provide the opportunity for parents to discuss and sign this.

Parents are expected to:

- Support the school's behaviour policy.
- Attend school meetings to discuss the child's behaviour.
- Raise any concerns that they may have surrounding incidents or behaviours.
- Set a good example of behaviour when dealing with matters in school themselves.
- Approach the school with any matters for concern and not attempt to resolve disputes themselves, which may arise between children on school premises.
- Parents have a responsibility to ensure that their children seek ways of resolving disputes, and to behave in a way that will support the school's code of conduct and behaviour policy.
- Take responsibility for their child, if excluded and must make sure they are not in a public place without good reason within the first 5 days.

Children's responsibilities

To conform to the code of conduct.

To take responsibility for their own actions.

To consider the impact of their actions on others.

To inform members of staff of any worries or concerns that they themselves have.

To always try to explain fully their own actions and the actions of others when reporting incidents to an adult.

To try to avoid taking matters in to their own hands.