

Greenside Film Factory

Positive Behaviour for Learning Policy



September 2018

Positive Behaviour for Learning Policy

The Local Governing Body Local Governing Body of Greenside School adopted this policy on 1st April 2016

GREENSIDE SCHOOL – Film Factory Positive Behaviour for Learning Policy

1. Aims and Objectives

It is a primary aim of Greenside Primary School – Film Factory - that every member of community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's positive behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

The school expects every member of the school community to behave in a considerate and respectful way towards others.

Our prime focus is always on learning and student progress and on supporting students to exhibit positive behaviour at all times.

We treat all students fairly and apply this behaviour policy in a consistent way.

This policy aims to help students grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school recognizes and promotes good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to encourage good behaviour, rather than merely deter anti-social behaviour.

All students and parent/ carers sign a Home/ School Agreement when they join Greenside.

Greenside has appointed an Intervention Leader/ SENCo: Denise Hughes
Denise Hughes is the lead person setting up and monitoring Intervention Plans within Greenside. These are designed to be proactive and reactive to student needs.

Greenside has appointed an Inclusion Leader: Caroline Allen.
Caroline Allen plays a key role in supporting students to achieve and make progress through positive behaviour strategies.

2 Promoting Positive Behaviour

We praise and reward student for good behaviour in a variety of ways:

Teachers congratulate students.

Teachers give students a variety of rewards recognizing different skills, behaviours, achievement, progress and attitudes.

We award certificates to students, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.

Achievement assemblies celebrate attendance and achievement

Students are sent to Leadership Group to share excellent work or positive behaviour.

In KS1 there is a 'Value Card' system whereby students strive to be seen displaying a range of good learning and classroom behaviours such as: independence, manners and respect, listening, organization and presentation. Students place these cards into a class box as they receive them each week and then both KS1 classes meet once a fortnight to celebrate those who have received these awards, and the importance of behaving this way when at school.

In KS2 individual points can be awarded in class. They are recorded on the whiteboard and collated on a central spreadsheet. These points also build towards the Specialism Award Scheme whereby students receive a Silver, Gold and Green star for reaching set numbers of points across the whole year. In between earning Stars, they can complete the various Specialism challenges to receive the relevant Specialism Digital Badge which is stored in their Google Drive Specialism Award Portfolio.

Table points can also be awarded for positive work, organization, teamwork and attitudes as a whole table; building on our World Ready work. These are recorded on the whiteboard and at the end of each week; the table with the most points is placed into the hat for an end of half term draw for a small prize. Classes can also be rewarded with whole class points for positive work, organization, teamwork and attitudes. These are referred to as "100 Club" points in KS2 where a class must collect 100 points to receive a reward.

The school acknowledges all the efforts and achievements of students, both in and out of school. Achievements are celebrated and shared with families through the newsletter

Greenside expects school rules to be followed to ensure a safe and positive learning environment and we review each situation on an individual basis.

We expect students to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.

We expect students to try their best in all activities. If they do not do so, we may ask them to redo a task. The safety of students is paramount in all situations. If a student's behaviour endangers the safety of others, the class teacher stops the activity and prevents the student from taking part for the rest of that session. The teacher may at this point seek further support from the Intervention Leader or another member of the Leadership Group.

If a student threatens or hurts another student, the class teacher records the incident and the student is punished appropriately. If a student repeatedly acts in a way that disrupts or upsets others, the teacher will liaise with the Intervention Leader or another LG Member for support and to create an Intervention Plan. The school contacts the student's parents/ carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the student.

The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code, which is agreed by the students and displayed on the wall of the classroom. In this way, every student in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during the SMSC slot.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to try to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all students attend school free from fear.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restraining Students. Teachers in our school do not hit, push or slap student. Staff only intervene physically to restrain student or to prevent injury to a student, or if a student is in danger of hurting her/ himself, or others. The actions that we take are in line with government guidelines on the restraint of student.

3 The Role of the Class Teacher

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that

their classes behave in a responsible manner during lesson time.

The class teachers in our school have high expectations of the students with regard to behaviour, and they strive to ensure that all students work to the best of their ability.

The class teacher treats each student fairly, and enforces the classroom code consistently. The teachers treat all students in their classes with respect and understanding.

If a student misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents herself/ himself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Intervention Leader or line manager / KS leader, Deputy Head, Head of School and finally the Executive Head. A decision will be made as to whether further support in the form of an Intervention Plan is appropriate.

4 The Role of the Leadership Group

It is the responsibility of the Leadership Group in conjunction with the Executive Head, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Leadership Group in conjunction with the Executive Head to ensure the health, safety and welfare of all students in the school.

The Leadership Group supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Executive Head keeps records of all reported serious incidents of misbehaviour including bullying and racism.

The Executive Head has the responsibility for giving fixed-term exclusions to individual students for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Executive Head may permanently exclude a student.

5 The Role of Parents/ Carers

The school collaborates actively with parents/ carers, so that students receive consistent messages about how to behave at home and at school.

We expect parents/ carers to support their student's learning, and to cooperate with the school, as set out in the Home/ School agreement. We try to build a supportive dialogue between the home and the school, and we inform parents/ carers immediately if we have concerns about their student's welfare or behaviour.

If the school has to use reasonable sanctions to punish a student, we expect parents/ carers to support the actions of the school. If parents/ carers have any concerns about the way that their student has been treated, they should initially contact the Associate Deputies who will seek to resolve the matter. If this is not possible she/ he will refer the matter to the Executive Head.

6 The Role of Governors

The Local Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Executive Head in adhering to these guidelines.

The Leadership Group has the day-to-day authority to implement the school's policy on behaviour and pastoral support, but governors may give advice to the LG about particular disciplinary issues. The Executive Head must take this into account when making decisions about matters of behaviour.

7 The Role of the Student

We believe that students must be willing to be actively involved in every learning experience and learn to take responsibility for their own behaviour and actions, in an age appropriate way. This is key to our experiential learning model and World & Test Ready philosophy.

We will aim to ensure students receive a good start to their education and are developed with the skills to be young citizens of the future and are ready to be successful at secondary school. In return we expect all students to attend schools with a positive attitude and to be ready for their learning. Students will attend school in their uniform looking smart and representing the school. They will have good attitudes to their learning and respect the learning of others. No disruption of lessons will be tolerated. Students and their families will sign a 'Home/ School Agreement' contract to ensure the partnership between school and home remains strong and supports students to achieve their best. We expect our students to support and take care of each other in all school scenarios. This is particularly relevant during our Film Crews and Greenside Growing Generation days where there is a mix of age phases.

8 Fixed-term and Permanent Exclusions

We do not wish to exclude any student from school, but sometimes this may be necessary. Please see TEF/ LA and DfE guidance on exclusion.

Only the Executive Head at Greenside has the power to exclude a student from school. The Executive Head may exclude a student for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Executive Head may exclude a student permanently. It is also possible for the Executive Head to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Executive Head excludes a student, she informs the parents/ carers immediately, giving reasons for the exclusion. At the same time, she/ he makes it clear to the parents/ carers that they can, if they wish, appeal against the decision to the Local Governing Body. The school informs the parents/ carers how to make any such appeal.

The Executive Head informs TEF & LA and the Local Governing Body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The local Governing Body itself cannot either exclude a student or extend the exclusion period made by the Executive Head.

The Local Governing Body has a discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider exclusion, they consider the circumstances under which the student was excluded, consider any representation by parents/carers and the LA, and consider whether the student should be reinstated.

If the governors' appeals panel decides that a student should be reinstated, the Executive Head must comply with this ruling.

9 Drug- and Alcohol-related and Weapon-related Incidents

It is the policy of this school that no student should bring any drug, legal or illegal, to school. If a student will need medication during the school day, the parent/ carer should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a student while in school must be taken under the supervision of a designated adult. See Medicine Policy.

It is forbidden for anyone, adult or student, to bring onto the school premises illegal drugs/ weapons. Any student who is found to have brought to school any type of illegal substance/weapon will receive a temporary exclusion. The student will not be readmitted to the school until a parent/ carer of the student has visited the school and discussed the seriousness of the incident with the Executive Head.

If the offence is repeated, the student may be permanently excluded.

If a student is found to have deliberately brought illegal substances/weapons into school, and is found to be distributing these to other students for money, the student may be permanently excluded from the school. The police and social services will also be informed.

10 Monitoring and Review

The Executive Head and Leadership Group monitors the effectiveness of this policy on a regular basis. They also report to the Local Governing Body on the effectiveness of the policy and, if necessary, make recommendations for further improvements.

The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The Head of School records those incidents in which a student is sent to him on account of poor behaviour. We also keep a record of any significant incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents book that we keep in the staff room. The Head of School keeps a record of any student who is excluded for a fixed-term, or who is permanently excluded.

It is the responsibility of the Local Governing Body to monitor the rate of fixed-term exclusions and permanent exclusions, and to ensure that the school policy is administered fairly and consistently. The Local Governing Body will pay particular attention to matters of racial equality; it will ensure that the school abides by the non-statutory guidance The Duty to Promote Race Equality: A Guide For Schools, and that no student is treated unfairly because of race or ethnic background.

The Local Governing Body reviews this policy every two years. The Governors may, however, review the policy earlier than this if the government introduces new regulations, or if the Local Governing Body receives recommendations on how the policy might be improved.

GREENSIDE SCHOOL

Statement on use of restraint

The purpose of this policy statement is to ensure that staff at Greenside School have an appropriate structured response in providing physical control and restraint associated with clear guidance. The aim of the policy is to ensure a sense of order coupled with the care and understanding necessary to provide safe and high quality support for student in the school.

- Greenside school recognizes that student are entitled to a safe and secure environment in which to learn.
- It is equally recognized that staff and others are also entitled to a safe and secure environment and have a right to personal support and guidance about what is expected of them in difficult situations. It is recognized that there may be occasions when it will become necessary to physically restrain student when there is no alternative in ensuring either their own or other individuals safety.
- The primary responsibility for the control of student will be allocated to specific individuals with the consent of the parents/ carers. There may be occasions when other members of staff may need to be involved in implementing this policy. On the rare occasion that this occurs, the parents/ carers will be informed at the earliest convenience.
- De-escalation of an incident is the school's primary objective, and the use of a variety of approaches will be employed to achieve this end.
- There will occasionally be times when some student experience difficulties, which have been identified in a risk assessment. Designated staff will be required to provide safe levels of control for the student in their care.
- At Greenside we are committed to creating a safe environment. This policy endorses a clear and systematic approach to working safely and constructively with student who may demonstrate aggressive or violent behaviour.

Involvement of the parents/ carers

It is a requirement that parents/ carers understand that designated staff who have a day to day responsibility for the care of their student may need to exercise control. This control will be exercised in a manner, which promotes safety and takes account of the welfare needs of their student and other student in the school.

Restraint procedure

- In the event that a student is in danger of causing harm to themselves or others, restraint may be used in a manner that has been identified as safe. Where a risk assessment has been made the parent/ carer will be aware and has agreed to the method of restraint to be used.
- With or without individual risk assessment in place for student, it may not always be possible to inform the parent/carer of the need for restraint before hand. In this instance, the parent/ carer will be informed by telephone or in person on the same school day.

The agreed physical hold / restraint

Designated staff will be trained in the correct manner for restraining a student. We aim to ensure there will always be a member of staff trained in restraint on duty at all times.

Designated staff

Following a risk assessment (see Risk Assessment policy) any student who has been identified will be assigned staff who will carry out the agreed physical hold.

All incidents where restraint has been used should be immediately reported to the Head of School. A written record should be kept.

GREENSIDE FILM FACTORY **Celebrating Achievement at Greenside**

At Greenside we believe that every student should be encouraged to express themselves in different ways and that we wish to celebrate these. At many stages along the journey through school we celebrate our students' achievements in both formal and informal ways.

Throughout Greenside we endeavor both to recognize and celebrate achievement. Systems are in place to recognize these in the following areas:

- Academic Achievement
- Good Attendance
- Good punctuality
- Motivation
- Individual Success
- Outside interests
- Citizenship
- Community cohesion, (anti bullying, counselling)
- Sporting Achievement
- Performing Arts

We celebrate students' successes at different levels and reward students in a way appropriate to age and stage.

- Stickers – rewards for students for many different areas of school life and participation/ achievement/ contribution
- Specialism Award Scheme points - for collecting positive class points in KS2, and as a 'lucky dip winner' from the Value Card system in KS1
- Specialism Award Scheme Stars - 100 points = Silver star, 200 points = Gold Star, Completion of all Specialism Course and delivery of a learning Viva to LG = Green Star.
- Specialism Award Scheme Digital Badges - Students complete the relevant challenge, share their evidence with their class teacher and if they are considered to have met the relevant criteria, receive the relevant digital badge via Google Drive and store it in a Specialism Award Scheme portfolio.
- In all year groups class teachers nominate four students per class to receive a certificate as part of our Newsletter 'Stars of the Week' celebration. Two of these awards are Film Stars which recognizes academic achievements and two are Growing Generation Stars which recognizes community contributions and achievements in 'other' areas of school life such as personal development, kindness, etc.
- Greenside Newsletter from The Film Factory – sent home every 2 weeks
- Certificates
- Board meetings and 'sharing' presentations with an invited family audience
- Prizes
- Displaying work in communal areas of the school, on class blog page or school YouTube channel

Students gain rewards as individuals, for their class and for their Houses.

Celebrating our success through student involvement

We offer a wide range of enrichment activities to complement students' studies and to provide opportunities for

student involvement. Participation in these activities is recognized through certificates, assemblies and graduation ceremonies.

We have a thriving Student Leadership Team – including a Head Girl and Boy in Y6.

Greenside School **Student Involvement and Enrichment**

At Greenside School we aim to give students a wide variety of opportunities to learn outside of timetabled lessons. These opportunities include:

- **Student Involvement** – Taking on responsibilities and contributing to school policies and practices, e.g. Student Voice, Head Girl and Head Boy, Eco Team, mentoring, buddies, Greenside Ambassadors etc. Students are also encouraged to participate in charity work and global projects through the World Ready Programme and Friday Specialism courses.
- **Trips and Visits** – To enrich the curriculum, provide targeted support and develop students as citizens.
- **Clubs, Classes and visiting speakers** – To enrich the curriculum, provide targeted support and develop students as citizens.
- **Links with Secondary schools** – to provide a new experience of learning with a secondary school environment and focus.

We also believe that it is important that these opportunities are recorded, rewarded and coordinated so that they contribute to the achievements that students can develop throughout their lives.

Recording and Rewarding

During their time at Greenside, students are working towards graduating each key stage. We hold a formal ceremony for students at the end of Y2 and Y6.

Staff are encouraged to celebrate the achievements of students in all student involvement and enrichment activities. The ways in which we do this are set out in the Celebration of Achievement Policy.

Class presentations to families are a wonderful opportunity for students to celebrate and share their learning with the wider community. In 2018-2019 each Film Crew will have a presentation slot where they can present their work, explain their learning, perform songs or dances, share their class experiences or trips and engage and inspire others with what they have been learning.

The Film Factory also has a new flat screen display in the entrance, which provides important information about the school and celebrates the students' learning. The complete range of work can also be displayed here for guests to view as soon as they enter the building or whilst they are waiting to be seen.

The school has also developed a new website. This has a class page directly linked to the class blog page on LGFL. Students can share and record work here, which then also offers the potential for moderated comments

to be left from anyone around the world. The school YouTube channel is also a digital platform for students to share high quality digital work with the world.