

Behaviour Policy and Statement of Behaviour Principles

2023-24



Greenside Primary School

Inspire Challenge Nurture

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Aims

At Greenside, we aim to provide a safe, welcoming and nurturing environment, which inspires pupils to take responsibility for their actions and supports pupils to deal with conflict in a positive manner. Our approach to behaviour is based on restorative justice. We recognise that an action does not define a child at a Greenside; mistakes are accepted and learnt from.

At Greenside, nurture is at the heart of what we do. We have an embedded school dog, which the pupils use to support with regulation and de-escalation. We have a nurture programme linked to our garden and have adapted the Zones of Regulation across the school. The pupils follow the scheme MyHappyMind to support their understanding of emotions and actions.

We have created an environment that is welcoming and inclusive to all pupils and adults. This policy reinforces that and helps to provide clarity on the systems we have in place to support pupils in making the right choices.

We aim to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school.
- Outline the expectations and consequences of behaviour.
- Provide a consistent approach to behaviour management that is applied equally to all pupils.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.

Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping pupils Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of pupils, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

Our policy is written in conjunction with the following TEFAT policies.

- [TEFATs Guidance to Principles re Permanent Exclusion](#)
- [Special Educational Needs and Disabilities](#)

Definitions

Throughout our school we support pupils to understand how to show kindness, respect to others and to recognise their own feelings. We work with the pupils on a 1:1 basis and have reasonable adaptations for pupils' needs. We are open to hearing from parents and work alongside families to support pupils to improve their behaviour.

At Greenside we define misbehaviour as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes.
- Non-completion of classwork or homework at the pupils' expected output.
- Poor attitude towards staff and other pupils.
- Disrespect to the school environment including hall and playground e.g littering.

At Greenside we define serious misbehaviour is defined as:

- Repeated breaches of the school rules.
- Any form of bullying.
- Vandalism.
- Theft.

- Fighting.
- Discriminatory behaviour.

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. At Greenside we have a no tolerance approach to bullying and, if we define the actions as bullying, we will speak to families straight away.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> ● Racial ● Faith-based ● Gendered (sexist) ● Homophobic/biphobic ● Transphobic ● Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing

TYPE OF BULLYING	DEFINITION
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy

[Greenside Anti-Bullying Policy](#)

Roles and Responsibilities

TEFAT is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

The headteacher is responsible for:

- Reviewing and approving this behaviour policy.
- Ensuring that the school environment encourages positive behaviour.
- Ensuring that staff deal effectively with poor behaviour.
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils.
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them.
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully.
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary.

- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1).

Staff are responsible for:

- Creating a calm and safe environment for pupils.
- Establishing and maintaining clear boundaries of acceptable pupil behaviour.
- Implementing the behaviour policy consistently.
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils.
- Modelling expected behaviour and positive relationships.
- Providing a personalised approach to the specific behavioural needs of particular pupils.
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations.
- Recording behaviour incidents promptly (on the school's MIS ScholarPack).
- Challenging pupils to meet the school's expectations.

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate.
- Support their child in adhering to the school's behaviour policy.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions).
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school.
- Take part in the life of the school and its culture.

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Pupils will be made aware of the following:

- The expected standard of behaviour they should be displaying at school.
- That they have a duty to follow the behaviour policy.

- The school's key rules and routines.
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards.
- The pastoral support that is available to them to help them meet the behaviour standards.

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

The Curriculum

At Greenside, we have specific values and skills we expect all staff and pupils to adhere to.

Our World Ready Skills:

- ★ Independence
- ★ Organisation
- ★ Resilience
- ★ Reflection
- ★ Working Together

Our World Ready Values:

- ★ To be kind
- ★ To be respectful
- ★ To be safe
- ★ To make a difference
- ★ To forgive

We celebrate these values and skills on a daily basis with the pupils across the school. They earn a variety of rewards linked to these skills and values and they are highlighted throughout the curriculum. We have also adopted the work of MyHappyMind, which is a NHS backed scheme which helps pupils to understand and connect with their mind, emotions and actions.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

Mobile phones

Year 6 pupils are allowed to bring in their mobile phones but these need to be handed in to the school office at the beginning of the day. The phone will be returned to the pupil at the end of the day. The mobile needs to be switched off as the pupils enter the school gates and only switched back on after they have left the school gates.

Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school. Staff are also encouraged to create in-class reward systems, which recognise positive and helpful behaviours as well as following the whole school approach. These may include marbles in the jar, stickers, stamps etc. We base our classroom practice on the research conducted by Alan Mclean - The Motivated Classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum in classrooms
- Develop a positive relationship with pupils, which includes:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

Safeguarding

At Greenside, safety is our main priority. We recognise that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to pupils's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information [TEFAT Safeguarding and Child Protection Policy](#).

Responding to good behaviour

We love to celebrate at Greenside! We have several ways to recognise when pupils have achieved or gone above and beyond. When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and rewards. These can be given out by any staff member and we encourage the pupils to recognise positive behaviour in each other too.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Examples of rewards include

- Verbal praise
- Communicating praise to parents/carers via a phone call or Class Dojo
- Certificates, class based prizes, Celebration assembly
- Positions of responsibility, such as a leadership role or being entrusted with a particular decision or project
- Whole-class or year group rewards, such as a popular activity

For demonstrating a 'World Ready Skill or Value' a pupil will receive a Green Token and a point on Class Dojo. This will notify the parents. The Green tokens can be collected and used to 'purchase' rewards from a prize trolley on a weekly basis. Pupils are also recognised in our Celebration assembly and receive a certificate and Headteacher's sticker.

In EYFS the staff will communicate at collection and via Class Dojo to keep families updated on behaviour. The pupils are also rewarded with stickers and mini prizes.

Responding to Misbehaviour

At Greenside we use the visual of a traffic light to support pupils in understanding where their behaviour is. In EYFS we use a 'Helping Hand'.

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases. Pupils are aware and encouraged to use 'time outs' when they are in their 'Red Zones' or ask for time with the school dog, Monty.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future. The pupil will be given the opportunity to turn their behaviour around and get their name onto green.

Prior to any sanctions the pupil will be spoken to by the teacher, given an option to change the behaviour and supported to make the right choice.

If the behaviour continues the school will use the following sanctions in response to unacceptable behaviour:

- A pupil will receive a verbal warning.
- A pupil will receive a second warning.
- The pupil will be moved within the classroom and their name moved to yellow. In EYFS this will be a time out.
- KS2 pupils will spend some of their break discussing how they can make the right choice.

If the behaviour continues:

- The pupil will be asked to leave the classroom to work with the Deputy Head or a member of SLT and their name moved to red. The Deputy Head or a member of SLT will speak to the parents and the incident will be recorded.

The pupil will go back to class as soon as they are ready to learn. They will spend some time discussing what has happened and an agreed sanction will be put in place. The SLT member will call the family to discuss next steps and potential support.

If the behaviour becomes a pattern families will be invited in to discuss this and one of the following will happen (depending on the behaviour)

- Agree a behaviour contract.
- Put a pupil 'on report'.
- A formal meeting with the Headteacher.
- Removal of the pupil from the classroom.
- Suspension.
- Permanent exclusion, in the most serious of circumstances.

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Pupils who need support with regulating their emotions or have SEND will have an individual support plan regarding behaviour which will be shared with the parents.

Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder.
- Hurting themselves or others.
- Damaging property.

Incidents of reasonable force must:

- Always be used as a last resort.
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded and reported to parents/carers (on the school's MIS system ScholarPack)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Off-site Misbehaviour

We respect our community and as a result take pride in the Greenside name and respect the environment around us. Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips).
- Travelling to or from school.
- Wearing a school uniform.
- In any other way identifiable as a pupil of our school.
- On a School trip or residential.

Online misbehaviour

Online safety is a priority for our school. We teach e-safety within our curriculum and throughout the year. We take online bullying very seriously and will treat it as any other form of bullying. The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil.
- It could have repercussions for the orderly running of the school.

- It adversely affects the reputation of the school.
- The pupil is identifiable as a member of the school.

Removal from Classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff which is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive.
- Maintain the safety of all pupils.
- Allow the disruptive pupil to continue their learning in a managed environment.
- Allow the disruptive pupil to regain calm in a safe space.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as

- Meetings with SENDCo.
- Use of teaching assistants.
- Short-term behaviour report cards.
- Positive Handling Plans.
- Long-term behaviour plans.
- Multi-agency assessment.

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

Suspension and Permanent Exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the Headteacher and only as a last resort.

Recognising the Impact of SEND on Behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([pupils and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must cooperate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

These include;

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

Adapting Sanctions for Pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Was the pupil unable to understand the rule or instruction?
- Was the pupil unable to act differently at the time as a result of their SEND?
- Is the pupil likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will cooperate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

- Reintegration meetings
- Daily contact with a member of SLT
- A report card with personalised behaviour goals

Inducting incoming Pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Training

As part of their induction process and throughout the year, our staff are provided with regular training on managing behaviour, including training on:

- The language used around behaviour
- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour
- How to use the behaviour strategies

Behaviour management will also form part of continuing professional development.

A staff training log can be found in appendix 2.

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching and confiscation
- Perceptions and experiences of the school behaviour culture taken

The data will be analysed on a half termly basis.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

This behaviour policy will be reviewed by the headteacher and TEFAT at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1).

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others.
- All pupils, staff and visitors are free from any form of discrimination.
- Staff and volunteers set an excellent example to pupils at all times.
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy.
- The behaviour policy is understood by pupils and staff.
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions.
- Pupils are helped to take responsibility for their actions.
- Families are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life.

Appendix 2: staff training log

TRAINING RECEIVED	DATE COMPLETED	TRAINER / TRAINING ORGANISATION	TRAINER'S SIGNATURE	STAFF MEMBER'S SIGNATURE	SUGGESTED REVIEW DATE