

Greenfield Primary School

Excellence and Enjoyment for All

BEHAVIOUR POLICY

Greenfield Primary School aspires to achieving the very best behaviour possible as a matter of priority.

It is our belief that behaviour in school is inseparable from academic achievement, safety, welfare and well-being and all other aspects of learning.

The Headteacher and Senior Leadership Team are committed in the pursuit of a positive school culture reflected in outstanding behaviour. All members of the school community will be expected and encouraged to develop and promote positive behavioural role models.

B. Storey

The children in our school nursery follow a separate behaviour policy due to their age and stages of development.

1. INTENT

At Greenfield Primary School we like to ensure that children are happy and feel safe.

Children learn best in a happy, secure and friendly environment. Through this policy we aim to promote considerate behaviour in our school, where all children and adults share a mutual respect for each other's views, beliefs and property. Polite, courteous, well-mannered behaviour is expected at all times - in classrooms, corridors, dining hall, playground and outside of the school.

Our school policy aims to provide a consistent approach to behaviour management whereby different people in the school community understand their roles and responsibilities with regards to behaviour management. In addition, we aim to outline how pupils are expected to behave as well as outline our system of rewards and sanctions. We will define what we consider to be unacceptable behaviour, including bullying.

INTENT for Greenfield Primary School children:

- To become well rounded children who are able to access a variety of learning experiences both in school and outside of school in a well-behaved manner, enabling them to take full advantage of all learning opportunities.
- To become confident learners who strive to produce their best work at all times. Children will become self-motivated and will encourage and support their peers.
- To fully understand how the choices they make can affect their own and others learning and how making the right choices will positively affect their learning experiences.
- To acknowledge children who consistently make the right choices and work hard as well as those children who work hard to try and improve their behaviour.
- For Greenfield Primary School to be a place where children feel safe, are listened to, are treated fairly and consistently and fully understand both the positive and negative consequences of their behaviour.

2. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [School suspensions and permanent exclusions](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [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 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting

- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. 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.

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
Racial	Racial taunts, graffiti, gestures
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
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

School also promote, discuss and make children aware of the 9 protected characteristics and ensure children know that discrimination against these will not be tolerated.

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy. This can be found on our school website.

5. Roles and responsibilities

5.1 The Governing Body

The Governing Body is responsible for reviewing and approving the written statement of behaviour principles and school rules (appendix 1).

The Governing Body will approve and also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness.

5.2 The Head teacher

The headteacher has overall responsibility of behaviour at Greenfield Primary School and is support in promoting good behaviour and managing poor behaviour by all staff working in the school.

The head teacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body giving due consideration to the school's statement of behaviour principles and school rules (appendix 1).

The head teacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils.

The headteacher will ensure that this behaviour policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary.

The headteacher will ensure 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.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils e.g varying approaches in varying key stages or for children with SEND
- Recording frequent, low level behaviour incidents in a class book e.g repeatedly talking, being sent to complete work in another room, answering back..
- Recording more serious incidents on CPOMs and logging any reports of bullying on TEAMS
- Liaising with parents regarding children's' behaviour

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

Staff includes all adults within the school building including teachers, support staff, office staff, lunchtime organisers, school cooks, caretakers and cleaners.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct and following the school rules
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly and attend any meetings arranged to discuss and further support their child with behavioural concerns.

IMPLEMENTATION

Our school has devised a clear set of rules in order to ensure that children within our school community behave in an appropriate manner at all times and to ensure that children feel safe and cared for. Our expectations and procedures for rewarding and sanctioning behaviour are implemented with the intent to

recognise pupils for their good behaviour and work ethic and support them with reflecting on and improving any behavioural concerns.

6. Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly, sensibly and safely around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times including PE Kits
- Accept sanctions when given and engage with the reflection process
- Refrain from behaving in a way that brings the school into disrepute, including when outside school and on social media.

6.1 School Rules

The school rules have been produced to reflect the code of conduct and statement of behaviour principles in a more children friendly way. All classrooms will display a copy of the school rules, they will also be displayed around school in key areas and will be the focus of many school assemblies:

- **Respect:** We respect ourselves and others
 - We respect everybody within our school community including our peers and all adults
 - We respect school property and the building and look after our belongings
 - We respect others ideas and opinions
- **Uniform:** We wear the correct uniform, including footwear, and are proud to represent our school
 - We are responsible for looking after our school uniform
- **Listen:** We listen carefully to make it possible for all pupils to learn and feel safe
 - We listen carefully to all adults within school and follow instructions
 - We listen carefully to our peers
- **Effort:** We take pride in our work, show excellent behaviour and always try our best
 - We always work hard and give 100% effort
 - We make an effort to ensure our work is always presented neatly
 - We work hard to ensure we reach our full potential in every area
- **Safety:** We keep ourselves and others safe within school and online
 - We move around school safely and quietly
 - We keep our hands to ourselves and do not hurt others
 - We know we can talk to adults if we need any help

7. Rewards and sanctions

7.1 List of rewards and sanctions

At Greenfield Primary school we believe that before any sanctions are given for poor behaviour we will try to highlight and promote positive behaviour as a model for children. We want children to take responsibility for their own actions and make positive choices about how to behave. To encourage these positive choices, positive behaviour will be rewarded (age dependent of the children) with some of the following:

- Verbal praise
- Stamps and badges
- Letters / certificates or phone calls home to parents or messages at the end of the day
- Special responsibilities
- Privileges
- Stickers
- Star of day / week
- Achievements assemblies and celebrations

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the pupil out of the class to work in another classroom
- Expecting work to be completed at break or lunchtime
- Discussion or Detention at break or lunchtime
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents or inviting parents in to meet with the class teacher and a member of senior leadership
- The creation of a Behaviour Plan where necessary

Children may be removed from the classroom in response to serious or persistent breaches of this policy. Pupils may be sent to other rooms during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

Where more than a verbal reprimand has been given, the child will be expected to spend some time with a member of staff to complete a reflection in regards to the poor behaviour choices they have made.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

- Phone call / letter home to parents/carers
- Loss of break or lunchtime (this maybe for a prolonged period of time)
- Loss of privileges / responsibilities
- Potential suspension/exclusion (see Exclusions Policy)

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Recording a concern using CPOMs

- The safeguarding team responding to a concern and determining whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information.

7.2 Off-site behaviour

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 school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

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

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

7.3 Unfounded allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been deliberately invented, the headteacher will enforce consequences with the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or deliberately invented, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

Please refer to our Safeguarding policy for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

8.1 Classroom management

Teachers, support staff and lunchtime organisers are responsible for setting the tone and context for positive behaviour within the classroom and during lunchtimes in both the dinner hall and playground. Children should be given the chance to improve their behaviour before any sanction is given.

All staff will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the School Rules and collaboratively create a class charter (both must be signed by staff and children at the start of each academic year).
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons/at the start of lunch
 - Establishing clear routines

- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Giving lots of praise
- Concluding the session/day positively and starting the next day / session afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement
- Listen to children
- Using the school's reward systems

Rewards

Stamps and Badges:

In addition to the rewards mentioned previously (7.1) Children at Greenfield Primary School will be rewarded for good behaviour and high-quality work in the following way:

- Children will start each new school year with a yellow reward chart. (A5 sized for the children to keep in their trays) This chart will be used to collect 50 stamps which can be earned in a variety of ways including:
 - Producing good quality work
 - Completing home learning tasks
 - Meeting success criteria
 - Making progress
 - Exemplary behaviour
 - Being kind and helpful
 - Winning a competition
- Once their stamp chart is full, children will earn a badge of the same colour, which will be presented in a special assembly and they must then wear it at all times as they will be used as proof to access privileges.
- Children then move onto the next stamp chart whereby they will need 50 stamps in order to complete. Once completed, children will be awarded the corresponding badge. Children are asked to wear their badges each day. Families will be asked to send a small fee into school to replace any lost badges, privileges cannot be taken if the correct coloured badge is not worn.
- Children will progress through stamp charts in the following order.
 - red
 - blue
 - green
 - yellow
 - silver
 - gold

Individual class rewards

Each class will also create a reward system to promote teamwork and hard work by the whole class e.g. for keeping the classroom tidy, everyone in class ready to listen and learn, lining up appropriately and moving around the school sensibly. These class rewards systems can then be used to gain privileges such as extra play time, free time or a class treat.

Celebration assembly

A celebration assembly will be held weekly in school. This assembly will acknowledge the hard work and achievements of a number of children for a number of reasons:

- Receiving a new coloured badge
- Star of the week in each class
- Maths and English stars for that week

- The class who has earned the most stars
- Any special achievements that week
- Certificates / awards which children may have earned outside of school and brought in to share

Behaviour at Break and lunch times

The school ensures all staff are aware of the school rules, with all lunchtime staff having these on their person during lunchtimes.

Greenfield employs positive behaviour management strategies during lunch times where a range of strategies are used to support lunchtime behaviour (e.g. use of pom poms, Golden Lunchbox, weekly awards from Lunchtime Teachers for Lunchtime Stars).

There is a consistent 3 tiered warning system for unacceptable behaviour at lunchtime as follows:

Level 1	This is a quiet word with the child and a reminder of expectations outside. Children are reminded of our school rules and told clearly what is expected of them.
Level 2	If a child is seen clearly breaking our school rules or chooses to repeat the behaviour they have been reminded about during Level 1, then the child will be asked to stand with a Lunchtime Teacher for a 2 minute reflection. The child will stand in silence next the Lunchtime Teacher, reflecting on their choice of behaviour. If the child refuses to accept the 2 minute reflection time, they will be asked to stand with the Lunchtime Teacher for 5 minutes.
Level 3	These are red line behaviours. If a child chooses not to listen to the Lunchtime Teachers, shows a lack of respect or displays behaviours that are completely unacceptable (e.g. violence), they are taken to a member of the senior leadership team. At the end of that lunchtime, or the following lunchtime, the child will be asked to complete their 2 minute reflection with the Lunchtime Teacher.

Sanctions

At Greenfield Primary School we will always try to promote and use good behaviour as an example before sanctions are applied. However, we will also not tolerate any behaviour which disrupts the learning of the children at our school, is disrespectful or poses a risk to the safety of the pupils and staff at our school.

Greenfield links the work done in PSHE and SCARF with restorative language to support behaviour in and around school.

There is a consistent 3 tiered warning system for unacceptable behaviour in and around school. However, incidents involving Harmful Sexual Behaviour (HSB) or Child on Child (COC) conflicts will supersede this system, resulting in an immediate escalation to Level 3 of the warning system.

For children in Nursery, Reception and Year 1 the 3 tier system is used at an appropriate level for the age of the children and taken on a case by case basis. The card warning system is introduced when appropriate for the way in which learning is approached in these year groups.

The 3 tiered warning system is as follows:

Level 1a: Verbal warning	First offence of breaking a school rule or displaying disruptive behaviour. Explain why the verbal warning was given. Refer to section titled 'Issuing a Warning' to understand the correct language which should be used when issuing a warning.
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<p>Level 1b: Warning 1 – Yellow Card</p>	<p>Second offence of breaking a school rule or displaying disruptive behaviour.</p> <p>A yellow card to be placed on the child’s desk as a visual reminder.</p> <p>Explain why the yellow card has been given. Refer to section titled ‘Issuing a Warning’ to understand the correct language which should be used when issuing a yellow warning card.</p> <p>The card is to be removed at the end of a morning session or end of the day i.e. at break, at lunch. Transitions around school are also included as part of these sessions.</p> <p>Acknowledge that, as the rule was adhered to, the yellow card is no longer needed. Ensure a restorative conversation takes place before integrating the child back into the classroom/learning - refer to ‘Restorative Conversations to Repair Relationships’. Reflect on the importance of following school rules, emotions and steps for next time.</p>
<p>Level 2 Warning 2 – Red Card</p>	<p>If the disruptive behaviour or breaking of school rules continues, then a red card will replace the yellow card on the child’s desk.</p> <p>Explain why the red card has been given. Refer to section titled ‘Issuing a Warning’ to understand the correct language which should be used when issuing a red warning card.</p> <p>In a morning session, the child will need to miss 5 minutes of their break or lunch.</p> <p>In an afternoon session, the child will need to move away from their peers. This can mean moving the child to another space within the classroom or into another classroom. The length of time for this move will be at the discretion of the class teacher. The primary goal for this relocation will be the maintenance/restoration of a positive learning environment for all.</p> <p>Ensure a restorative conversation takes place before integrating the child back into the classroom/learning - refer to ‘Restorative Conversations to Repair Relationships’. Reflect on the importance of following school rules, emotions and steps for next time.</p> <p>The card is to be removed once the consequence and restorative conversation has taken place.</p> <p>A record of all red cards given will be kept by the class teacher on CPOMS.</p>

<p>Level 3</p> <ul style="list-style-type: none"> - Repeated Level 2 (3 red cards in 5 days) - Child on Child - Harmful Sexual Behaviour 	<p><u>Repeated Level 2</u></p> <p>Child to be removed from the classroom and moved to another classroom or outside the Headteacher's office.</p> <p>Inform parents of the repeated behaviour.</p> <p>Create a behaviour chart specific to the child (See Appendix)</p> <p>Ensure a restorative conversation takes place before integrating the child back into the classroom/learning - refer to 'Restorative Conversations to Repair Relationships'.</p> <p>Reflect on the importance of following school rules, emotions and steps for next time.</p> <p><u>Child on Child or Harmful Sexual Behaviour</u></p> <p>Inform the Designated Safeguarding Lead (DSL) or, in the absence of the DSL, the most senior Deputy Designated Safeguarding Lead (DDSL) of the incident.</p> <p>Investigation of the incident to be undertaken either by a safeguarding lead, the class teacher (where appropriate) or both. Follow 'Investigating Inappropriate Behaviour'.</p> <p>Inform parents of the behaviour and consequences in place.</p> <p>Create a behaviour chart specific to the child if a pattern of behaviour is recognised (more than 3 incidents in a term).</p> <p>Ensure a restorative conversation takes place before integrating the child back into the classroom/learning - refer to 'Restorative Conversations to Repair Relationships'.</p> <p>Reflect on the importance of following school rules, emotions and steps for next time.</p> <p>All Level 3 incidents and actions taken for it must be added to CPOMS.</p>
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Behaviour Support and Safety Plans

If a child receives multiple red cards, or exhibits multiple Level 3 behaviours, the SLT/Safeguarding Team will review and decide whether a Behaviour Support and Safety Plan is necessary. If this is decided as necessary, the Plan will be completed by a class teacher, shared with parents in a meeting and then monitored by the SLT/Safeguarding Team half termly to assess its effectiveness. Should a continuation of Level 2/3 behaviours occur, a Risk of Suspension/Exclusion Risk Assessment will be created in order to mitigate the risk of this eventuality.

Issuing a Warning Card

Verbal Warning

A quiet warning, in the child's space of learning, where possible.

Look at the child: make sure they are aware that you are talking to them.

Adult to say:

'Child A, I am giving you a verbal warning for breaking a school rule (read the rule to the child).

I know that you can make better choices to help you avoid repeating this.

I hope when I look at you again, you are following the rules and making better choices.'

For example:

'Ben, I am giving you a verbal warning for breaking the school rule *We respect ourselves and others*.

I know that you can make better choices around the way you show me you are listening when I am talking.

I hope when I look at you again, you are following the rules and making better choices by looking at me and not talking or fidgeting whilst I am trying to talk to you.'

Warning 1 – Yellow Card

Place a yellow card in the child's space of learning.

Talk to the child when convenient so as not to break the flow of the lesson.

Look at the child: make sure they are aware that you are talking to them.

Adult to say:

'Child A, I am replacing your verbal warning with a yellow card as you have now broken a school rule more than once (read the rule(s) to the child).

I know that you can make better choices to make sure that you don't break a school rule again.

I am looking forward to seeing what you can achieve and believe you can turn this around.'

For example:

'Ben, I am replacing your verbal warning with a yellow card as you have now broken the school rule *We respect ourselves and others* more than once.

I know that you can make better choices around the way you show me you are listening when I am talking.

I hope when I look at you again, you are following the rules and making better choices by looking at me and not talking or fidgeting whilst I am trying to talk to you.'

Warning 2 – Red Card

Replace the yellow card with a red card in the child's space of learning.

Talk to the child when convenient so as not to break the flow of the lesson.

Look at the child – make sure they are aware that you are talking to them.

Adult to say:

'Child A, I am replacing your yellow card with a red card as you have continued to break the school rules (read the rule to the child).

As you have received a red card, you will be spending 5 minutes of your break/lunch with me. We will use this time to reflect on this behaviour.

In the meantime, I am hoping to see a change in your behaviour and looking forward to seeing the work you produce.'

For example 1 – am:

'Ben, I am replacing your yellow card with a red card as you have continued to break the school rule *We respect ourselves and others*.

As you have received a red card, you will be spending 5 minutes of your break/lunch with me. We will use this time to reflect on this behaviour.

In the meantime, I am hoping to see a change in your behaviour and look forward to seeing the work you produce.'

For example 2 – pm:

'Ben, I am replacing your yellow card with a red card as you have continued to break the school rule *We respect ourselves and others*.

As you have received a red card, you will move to the class next door. At an appropriate time this afternoon, we will reflect on this behaviour.

In the meantime, I am hoping to see a change in your behaviour and look forward to seeing the work you produce.'

Restorative Conversations to Repair Relationships

Ensure all participants are emotionally and physically ready to engage in the chat (i.e. not visibly angry/distressed, not hungry).

Create the space (clear the area of bystanders, friends, move the chat to an appropriate space).

Think about whether a participant has any special needs that require you to modify the chat.

For one-to-one conversations you can ask:

What happened? Or what did you hope would happen when you...?

What are you thinking about that now that we are chatting?

Who gets affected by this kind of behaviour?

What will fix this?

Would you like my help to do that?

What's a fair way to deal with it if this happens again?

Thank the student for the chat, offer positive feedback where appropriate.

For conversations involving more than one person:

1. Ask the mistake maker:
What happened?
2. Ask the harmed:
Does that sound right? Was there anything different from your perspective?
3. Ask the mistake maker:
What were you thinking/feeling when you...?
What do you think/feel about your choice now?
Who here has been affected/harmed/upset by what's happened?
How do you think...has been affected?
4. Ask the harmed:
What did you think when this happened?
How was it/has it been for you?
What's been the worst thing? *optional
What needs to be done to make things better?
5. Ask the mistake maker:
What do you think of (harmed person's) idea?
Does that sound fair?
6. Ask both:
What is a fair way to deal with it if (mistake maker) doesn't do what they have agreed to here?
We have an agreement. Is this ok to be verbal or should it be written down?
7. Closing (ask both):
Is there anything else someone needs to say before we finish?
Well done for handling this so maturely.
I'll catch up with you both to see how things are (give a time).

Investigating Inappropriate Behaviour

1. Calm and comfort the offended or injured parties.
2. Ensure First Aid is administered if needed.
3. Try to establish what happened whilst staying impartial by listening to all sides of the story, including witnesses.
4. Try to clarify whether this behaviour was 'intentionally aggressive' or 'accidental' by using a restorative approach (refer to 'Restorative Conversations to Repair Relationships').
5. Encourage a written or verbal apology to child or adult involved, where suitable.
6. Show disapproval of the unacceptable behaviour. Appropriate sanctions should be used.
Appropriate sanctions include:
 - Behaviour tracker/star chart
 - Home-school liaison book
 - Loss of playtime/lunchtime/time out
 - Discussions with a member of the SLT
 - Meetings with parents and carers
 - Suspension

- Exclusion
7. Adult to ensure a restorative conversation takes place before integrating the child back into the classroom/learning - refer to 'Restorative Conversations to Repair Relationships'. Reflect on the importance of following school rules, emotions and step for next time.
 8. Record on CPOMS.

8.2 Removal from classrooms

Staff will only remove pupils from the classroom in accordance with the 3 tiered system noted in the 'Sanctions' section 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
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow children to complete their work in a different environment

Pupils will be removed from the classroom for no longer than the end of the lesson from which they were removed. Children should start their next session back in class unless their behavior is still deemed unsafe or too disruptive to allow all other pupils to learn effectively. In this case the Headteacher should be informed and make alternative arrangements.

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

- Meetings with pastoral lead
- Use of 1:1 teaching assistants

8.3 Physical restraint

Staff members have been trained in Team Teach (July 2023) and therefore, in some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint 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 (in a designated Team Teach book located in the main offices) and reported to parents

8.4 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with the Head teacher and parents, if appropriate.

Where necessary, searching and screening pupils will be conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

5. Recording incidents of misbehaviour

Low level incident will be recorded by the class teacher on in a class monitoring book. This will then be used to inform discussions with parents, decided on when further correspondence with parents is needed and help identify patterns of behaviour which would then be logged on CPOMS.

Any physical, racial, or other derogatory incidents will be recorded on the school's safeguarding system CPOMS and the NOHIB form will be completed where relevant.

Any formal reports of bullying will be logged on the school's bullying log located on Teams.

The use of any Team Teach approved physical restraints will be recorded in a book located in the main offices.

8.6 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator and relevant staff members will work together to 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 to create the plan and review it on a regular basis.

The school will anticipate likely triggers of misbehaviour and put in place support to try to prevent them.

8.7 Safeguarding

The school recognises 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.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s) called 'Moving Up' days.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues will be transferred to relevant staff at the start of the term or year. Information on behaviour issues will also be shared with new settings for those pupils transferring to other schools.

10. Training

Our staff are provided with regular training on managing behaviour (Team Teach), including proper use of restraint.

Behaviour management will also form part of continuing professional development and discussed regularly at staff meetings.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and Governing Body annually. At each review, the policy will be approved by the Governing Body.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-Bullying policy

13. IMPACT

By following the rules and procedures above, children at Greenfield Primary School will understand the importance of good behaviour and its impact on their own and others learning. They will have enjoyed a wide variety of activities both at school and outside of school. They will leave our school with an ability to apply themselves to all sorts of learning environments in a safe and well-mannered way and will get the best out of all learning experiences. They will feel valued, listened to, respected and safe and will understand the importance of playing their part in creating a successful, ambitious and respectful learning environment.

Signed by Headteacher...  Date....22/09/24.....
Mr B Storey, Headteacher

Signed by Chair of Governors...  Date..... 22/09/24.....
Mr Tony Wild

This Policy is to be reviewed on.....

Appendix 1: Written Statement of Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and 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 permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The Governing Body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Greenfield Primary School

- **Respect: *We respect ourselves and others at all times***
 - We respect everybody within our school community including our peers and all adults
 - We respect school property and the building and look after our belongings
 - We respect others ideas and opinion
- **Uniform: *We wear the correct uniform, including footwear, and are proud to represent our school***
 - We are responsible for looking after our school uniform
- **Listen: *We listen carefully to make it possible for all pupils to learn and feel safe***
 - We listen carefully to all adults within school and follow instructions
 - We listen carefully to our peers
- **Effort: *We take pride in our work, show excellent behaviour and always try our best***
 - We always work hard and give 100% effort
 - We make an effort to ensure our work is always presented neatly
 - We work hard to ensure we reach our full potential in every area
- **Safety: *We keep ourselves and others safe within school and online***
 - We move around school safely and quietly
 - We keep our hands to ourselves and do not hurt others
 - We know we can talk to adults if we need any help

Appendix 2: staff training log

Training received	Date completed	Trainer/training organisation	Staff Members	Suggested review date
Staff members completed Team Teach in July 2023.				

Appendix 3

Greenfield Primary School
INCIDENT REPORT FORM

<p>Have parents been contacted?</p> <p>Yes [<input type="checkbox"/>] <i>Please provide details of name of parent, email, date, time, form of communication (telephone, and of the day, hour to day) and discussion</i></p> <p>No [<input type="checkbox"/>] <i>Please provide details as to why? Unavailable, N/A?</i></p>	
<p>Has a member of SLT been informed?</p> <p>YES <i>Please provide details as to who, discussion.</i></p> <p>NO <i>Please provide details as to who, discussion.</i></p>	
<p>Additional comments:</p>	

Adult witness/present at time of incident signature:

Date:

Class teacher signature:

Date:

Appendix 4

Greenfield Primary School
INCIDENT REPORT FORM

Name of child:	Year:
Date of incident:	Class teacher:
Time of incident:	Place incident occurred:
Name of adult/s present:	Name of all children involved:
<p>Description of incident: <i>Please include any immediate events leading up to the incident, how the adults handled the incident, how the children involved felt during/after, record any injuries</i></p>	



PUPIL BEHAVIOUR RISK ASSESSMENT

Pupil Name
Class
Assessor (Teacher/SENCO)
Date

What health and safety hazards arise or could arise from the behaviour of this pupil?	
1. What risks do they pose and to whom?	LEVEL OF RISK: High/Medium/Low
2. What has been done so far to remove or reduce the risks?	REMAINING RISK: High/Medium/Low
3. What further action is required to reduce the risk further?	LEVEL OF RISK ONCE ALL CONTROL MEASURES ARE IN PLACE: High/Medium/Low
List any activities which <u>cannot</u> be safely managed, as far as it is possible to foresee.	

Any further comments:

Signed by SMT:

Review date:



GREENFIELD PRIMARY SCHOOL

Harmful Sexual Behaviour / Persistent Child on Child Abuse Risk Assessment

Pupil's Full Name:	Date:
Assessor's Name:	Review Date:

BEHAVIOUR	WHEN	WHERE	WHO	MEASURES TO BE PUT INTO PLACE	BY WHOM
What is the nature of the Harmful Sexual Behaviour / Peer on Peer abuse?	Time of day; potential triggers etc.	Areas of the school where behaviours are most likely to occur.	Pupils most at risk of being harmed.	What are school going to do to minimize the chances of the behaviour occurring?	Who is going to be responsible for ensuring the measures are put into place?
	<i>e.g. Break time Lunch time Morning lessons Afternoon lessons Between lessons</i>	<i>e.g. Toilets Changing rooms Certain areas of the playground</i>			
REVIEW NOTES					

Behaviour Support and Safety Plan

Year				
Name		D.O.B		Class

My Uniqueness				
EHCP Or Intervention Funding				
Triggers				
Problematic Behaviours (when in crisis)				
De-escalation Techniques	Verbal advice and support talk/stance Planned ignoring Change of face Time out – choice given reminder Time out - directed consequences ELSA support staff support HBIYP Labelling feelings Limited language items offered	Distraction Sensory break/activity Humour Reassurance SENDCo support Zone of Emotion/Circle of control Visual cues	Reminder of	
Positive Behaviour Strategies				

<p>Additional Strategies to support me</p>	<p>Start of the day</p> <ul style="list-style-type: none"> • <p>End of the day</p> <ul style="list-style-type: none"> • <p>Lunchtime/Playtime/Unstructured Times</p> <ul style="list-style-type: none"> • <p>Classroom</p> <ul style="list-style-type: none"> • <p>ELSA</p> <ul style="list-style-type: none"> • <p>Is an Alternative Timetable in place:</p>																					
<p>POSITIVE HANDLING - if applicable</p>																						
<p>Preferred Handling Strategies</p>	<table border="0" style="width: 100%;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 35%; text-align: center;">Single person holds and escorts</th> <th style="width: 35%; text-align: center;">Two person holds and escorts</th> </tr> </thead> <tbody> <tr> <td>Caring C Guide</td> <td>Figure of four</td> <td></td> </tr> <tr> <td>Double Elbow</td> <td>Single elbow</td> <td></td> </tr> <tr> <td>Deep pressure help hug</td> <td>Escort to chairs</td> <td></td> </tr> <tr> <td>Knuckle squeeze</td> <td>Single elbow in chairs</td> <td></td> </tr> <tr> <td>Manipulation of jaw</td> <td>Small child escort</td> <td></td> </tr> <tr> <td>Clothing Responses</td> <td></td> <td></td> </tr> </tbody> </table> <p><u>Advice from any other agencies- complete Child on Child Safety Plan below:</u></p> <p>If behaviour is:</p> <p>Action to take:</p>		Single person holds and escorts	Two person holds and escorts	Caring C Guide	Figure of four		Double Elbow	Single elbow		Deep pressure help hug	Escort to chairs		Knuckle squeeze	Single elbow in chairs		Manipulation of jaw	Small child escort		Clothing Responses		
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Risk Assessment

How likely is the risk to happen?

High = Daily / more than once a day
 Medium = Weekly
 Low = Less than once a week

How likely is the risk to happen?

High = Daily / more than once a day
 Medium = Weekly
 Low = Less than once a week

How great is the risk to others?

High = Potential to serious injury to others, self and property
 Medium = Some potential to injure and harm
 Low = Prevents learning – no risk of injury

Child on Child Safety Plan <i>(to be completed if other agency involvement)</i>	BEHAVIOUR	WHEN	WHERE	WHO	MEASURES PUT IN PLACE	BY WHOM
	What is the nature of the Child on Child (including HSB)?	Time of day; potential triggers etc.	Areas of the school where behaviours are most likely to occur.	Pupils most at risk of being harmed.	What are school going to do to minimise the chances of the behaviour occurring?	Who is going to be responsible for ensuring the measures are put into place?
REVIEW NOTES:						

Please share with: Class teachers HLTA staff ASC/BC staff Support staff who work with me
 Lunchtime supervisors Sport coaches SMT Parents/Carers

Assessment conducted by:	Job title:	Child covered by this assessment:
Date of assessment:	Review interval: Half termly	Date of next review: Each half term, to coincide with half termly COC reviews by Safeguarding team

Related documents		Behaviour Policy, Safeguarding Policy, Symphony Suspension and Exclusion Policy, DFE Exclusion guidance		
Risk rating		Likelihood of occurrence		
		Probable	Possible	Remote
Likely impact	Major Causes major physical injury, harm or ill-health.	High (H)	H	Medium (M)
	Severe Causes physical injury or illness requiring first aid.	H	M	Low (L)
	Minor Causes physical or emotional damage.	M	L	L

Potential risks	Risk rating prior to action H/M/L	Recommended controls	In place? Yes/No	By whom?	Deadline	Risk rating following action H/M/L
Risk of harm to self or others						
Risk of damage to property						
Risk of disruption to learning of others						
Risk of isolation from peers						
Risk of missing out on learning						