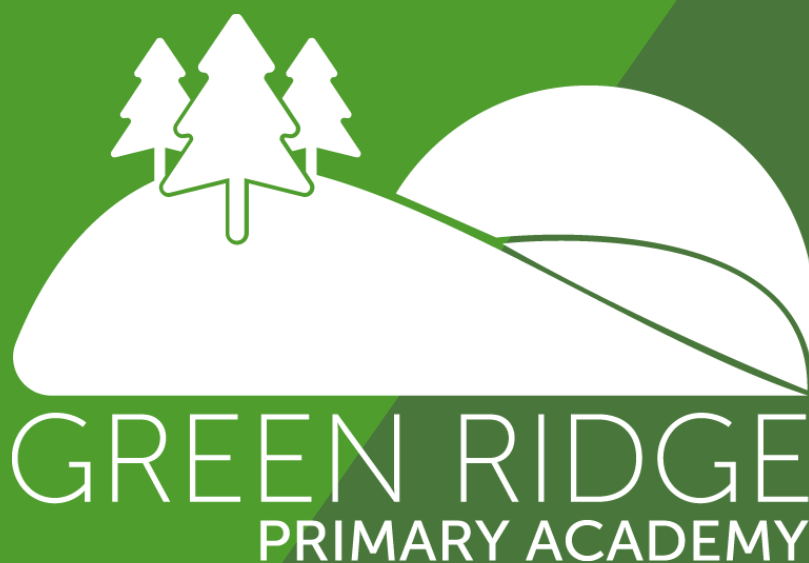


Behaviour Policy



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On behalf of:	Local Governing Body

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1. Introduction

Our beliefs

At Green Ridge, we aim to provide an environment in which children respect, value and care for each other and in which they feel secure and able to learn and explore, knowing that what they do will be valued by others.

The behaviour policy is written with the express view of supporting children to make the best decisions they can, and when this does not happen, to provide an opportunity of reflection, reconciliation and an opportunity to 'start anew.' This helps to encourage children/young people at our setting to become accountable for their actions and the impact they may have on themselves and others, promoting a solution-focused approach to changing future behaviours.

Everyone at Green Ridge has a part to play in the promotion of high standards of behaviour. It is important that there is a clear code of conduct reinforced by a balanced combination of recognition/rewards and consequences within a secure and positive environment, whilst at the same time promoting an understanding that appropriate behaviour is the responsibility of individuals.

The academy firmly believes in the power of intrinsic motivation in children and uses this as the main approach to pupil reward. Rather than extrinsically rewarding children, children are taught from the youngest age that adopting the correct learning behaviour is paramount to their success and development.

We understand that behaviour may communicate unmet needs and can separate the child/young person from their behaviour. For this reason, when the behaviour policy needs to be enforced, it is paramount that the children understand it is the behaviour that is being challenged, not the child.

We will always challenge discriminatory behaviour and all forms of bullying. The whole school community, children, staff, governors, parents and volunteers should be aware of the policy and directly involved in its implementation where appropriate.

Principles

Our policy is guided by the following principles:

- Protecting children's rights linked to the Rights Respecting School Award and the UNCRC.
- Have high expectations of all pupils.
- Have consistency of expectations across the school.
- Develop behaviours that will help pupils with their learning
- Every day is a new beginning.
- Pupils are encouraged to reflect on their actions and consider how they affect others.
- Ensure pupils, staff and visitors are safe and happy.
- Instil a sense of pride and develop respect for others.
- Establish clear expectations of acceptable behaviours and establish non-negotiables: no swearing, punctuality, no hurtful comments/ physical harm, taking care of property.
- Everybody is welcome and belongs at Green Ridge.
- Encourage collaborative problem solving between staff/ children / parents.
- All adults in academy consistently model desirable behaviours (such as empathy, manners, valuing others, etc.) explicitly.

- Consequences need not be severe; their certainty is more important than their severity, and consistency is imperative.
- Where necessary, support is tailored to the individual (one size does not fit all).
- Suspension is only carried out when it is unsafe for the child to be in the academy. Levels to make the child/environment safer must be part of the plan.

Teacher's Role

At Green Ridge, we value our relationships with children/young people and their families and this is evident in our personalised, responsive approach. We strive to understand the function behind a child/young person's behaviour and, for this reason, teachers need to develop positive relationships with the children they work with. Alongside this, teachers need to establish consistent levels of excellent behaviour with the support of the Leadership team, Governors and parents. Consistently high expectations, appropriate praise and reward will support this. Pupils need to know how to make good choices; they need to receive consistent positive encouragement as means of motivation. They need to be taught to manage their own behaviour. It is paramount that all staff within a classroom follow the teacher's lead and maintain these expectations.

2. Desirable Behaviour - Aims

At Green Ridge, we have an established behaviour charter. These are key beliefs and fundamental expectations which apply to all children and have been created in a way that can be understood and recognised by all children. This charter acts as a way of ensuring that children uphold and respect their Rights, linked to the UNCRC.

At Green Ridge, we will:

1. Use kind words and actions
2. Listen to one another
3. Try our best

Core Values

Green Ridge has six core value which underpin all aspects of academy life:

- Honesty
- Friendship
- Forgiveness
- Responsibility
- Gratitude
- Respect

Each half-term, we focus on one of these values. Through assemblies and the curriculum, we learn about these values, how to show them and why they are useful. These values link to a range of other values which children will encounter and learn about at Green Ridge. For example, gratitude will link closely with humility, and honesty will link closely with trust.

Behaviour Around the School

- Classes should always enter the academy calmly and quietly.
- Classes or individuals should always walk quietly around the school in an orderly manner, keeping to the left of corridors (where possible).
- Children should respect all areas of the school including their own classroom and communal areas.

Behaviour in the Classroom

- Children should sit quietly on entering their classroom on their carpet or chairs, so they are ready to start their learning.
- When a session is finished, children must clear up and return resources to their correct places.
- It is to the teacher's discretion to organise suitable rotas for care of the classroom.
- Teachers will encourage children to go to the toilet at break or lunchtimes.
- Consequences provided should be consistent with the behaviour levels procedure (see Section 4 – Inappropriate Behaviour).

Behaviour and Conduct at Breaktimes or Lunchtimes (Outside/Wet Break)

- Children to be respectful to all staff and pupil monitors on duty.
- Children to be encouraged and supported to play collaboratively.
- Children to be encouraged to respect the academy grounds by not dropping litter and caring for the environment.
- Children must ask permission to enter the building.
- At the end of playtimes and lunchtimes, children must walk back to their classrooms quietly and calmly.
- Physical or verbal abuse will not be tolerated.
- Consequences provided should be consistent with the behaviour levels procedure – break times (see Section 4 – Inappropriate Behaviour).

Behaviour and Conduct at Lunchtimes (Dining Hall)

- Children must show good table manners when eating and are encouraged to say please and thank you to staff.
- Children are reminded that, when eating lunch, they must use their 'indoor' voice.
- Consequences provided should be consistent with the behaviour levels procedure – break times (see Section 4 – Inappropriate Behaviour).

Rewards for good playground behaviour

- Praise from the teacher or adults on duty and the class teacher informed.
- House points awarded for demonstrating a desired school value or for helping others.

Assembly Behaviour

Throughout the assembly, all class teachers and support staff should actively promote a quiet, calm, reflective and respectful ethos.

- Children should enter the hall quietly and listen to the music that is playing and sit in their designated areas, in straight lines.
- At the end of the assembly, classes will leave the hall quietly, with their teacher.
- Classes should be arranged so that it prevents any possible disruption occurring between pupils.
- At the end of the assembly, classes will leave the hall quietly, with their teacher.
- Children should put up their hand if there is a genuine problem.
- Staff should act as a role model to pupils by refraining from unnecessary conversation with other staff members.
- If members of staff need to reprimand pupils whilst in the hall, this should be done with as little disruption as possible.

Behaviour in and around the nursery

Whilst we endeavor to follow the same principles for behavior and promote the same values in Nursery, we recognise that certain aspects will need to be tailored so they are age appropriate. Like the rest of the school, there will be an emphasis on promoting positive behaviours. Therefore, we will:

- Encourage children to respect all areas of the school, including their own area and communal areas.
- When a session is finished, children will be encouraged to clear up and return resources to their correct places.
- Staff will encourage children to go to the toilet at regular intervals.
- Acceptable behaviour is praised using language that identifies the behaviour, and why it is good. For example, 'Thank you for using your listening ears. It helped you succeed in your learning.'

To support positive behaviour choices in Nursery, we use the five 'we do,' statements which will be displayed in Nursery classrooms:

At Green Ridge we...	
Use kind words	
Use kind hands	
Use looking eyes	
Use listening ears	
Try our best	

In addition to this, children may be awarded 'Learning Muscle' dots linked to specific learning behaviours (Appendix 1).

Where undesirable behaviours are exhibited, staff will focus on reinforcing positive behaviours, providing calm areas for pupils to reflect and diverting pupils' attention before the behaviour escalates.

3. Promoting Desirable Behaviour

Our emphasis should constantly be on the reinforcement of positive behaviours. We teach children the behaviours required to be a successful and effective learner.

Pupils need security if they are to learn effectively. Part of this security is created by an awareness of the behavioural expectations established by the academy and recognition that there is a consistent use of praise/recognition when their behaviour is appropriate and consequences when it is inappropriate. Children are encouraged to be independent - to learn how to sort out problems by themselves and know when to seek adult intervention.

The academy's behaviour framework is built around the principles of Guy Claxton's Building Learning Powers, whereby children are praised and rewarded for their efforts in demonstrating these learning powers and learning muscles. Each group of learning powers is colour-coded and when a child demonstrates one of the powers/muscles within that type of learning behaviour they are awarded the corresponding 'learning dot' (Appendix 1).

How are the learning dots used?

To help the pupils remember the learning dots, each learning power/muscle will have a learning superhero associated with it. Additionally, each learning superhero has its own story to help the pupils understand how they can demonstrate each behaviour. These stories are introduced at the beginning of the academic year and can be reinforced to pupils as appropriate throughout the year. Additionally, they are displayed in classrooms to enable teachers to refer to them.

Children can collect learning dots from any adult across the school, not just their class teacher. For example, they may be given in assemblies for responses given or things that a child has taken part in. Their peers may also ask to recommend that they are given a learning dot for demonstrating the right behaviour for learning. Children can wear their learning dot on their school uniform, and it is expected that other adults around the school will then ask the child what they have done in their learning to receive the recognition. This will further promote the language of learning and positive reinforcement of good behaviour for learning.

Class Behaviour Systems

Rewards operate on an individual basis as well as whole classes working together. Any rewards should focus on developing intrinsic motivation (i.e. developing a sense of pride towards their actions/behaviours) instead of extrinsic motivation.

1. Teachers may use a variety of whole-class and individual reward systems to encourage expected behaviour on a daily and weekly basis. For example:

- Collecting a jar of marbles for a learning-focused reward at the end of a half-term
- Star of the Week
- Star of the Day
- Sent to other adults in the academy for praise, e.g. Headteacher, other teachers, classes
- Copy work to send home
- Table points
- Celebration assembly – certificate for progress made in learning
- Contacting parents with positive comments (face-to-face, phone, letter etc.)
- Sharing and discussing work with children.
- Attendance certificates – for individuals each term
- Attendance trophy - for the class each week with the best attendance and/or most improved.

Food is not used as a reward (in line with ECM agenda where we promote healthy lifestyles and choices.)

N.B – Stickers (excluding learning dots), prizes and other extrinsic rewards are not usually used for behaviour as this leads to the need for reward for behaviour which is to be expected regardless.

2. Classes agree their individual class charter at the start of the academic year. Rules within this should be phrased positively. For example, 'We listen to others' instead of 'Don't talk when someone else is talking'. Each class should have no more than five rules. These should be displayed in the classroom alongside the whole-school behaviour charter.

3. Teachers keep all well-behaved pupils in mind, praising and rewarding them for their continued excellent behaviour. Acceptable behaviour is praised using language that identifies the behaviour, and why it is good.

For example, "Ben, you are really listening carefully today. That will help you complete your Writing."

"Rosie, you are sitting in just the right place. That means we all have enough space to work comfortably."

The whole academy community must promote positive behaviour reinforcement.

House System

Children are grouped into four House Teams. Every child is given one of these four Houses to support. Each child is placed in a House on entry to school in Reception and remains a member of this team throughout their time at the school. Siblings are usually placed in the same House team.

Houses are named after significant individuals from the Buckinghamshire area:

- Redgrave – named after Sir Steve Redgrave, from Marlow, who is an Olympic rower
- Pratchett – named after Terry Pratchett, from Beaconsfield, who was a children's author
- Disraeli – named after Benjamin Disraeli, from High Wycombe, who was a Prime Minister
- Austin – named after Herbert Austin, from Little Missenden, who invented the Austin make of car

House Captains will be elected from the eldest children (typically Year Six pupils) and Vice Captains from Year Five pupils (or other appropriately aged-pupils) and they will provide positive leadership to the children in their House and the various competitions and events that may take place throughout the year (e.g. Sports Day).

Children can be given House Points which count towards their House Cup. Points that are awarded are generally not for recognition of learning (as this is given through the learning dot system), but rather a range of other areas such as:

- Demonstrating the school's core values
- Demonstrating kind words or actions towards peers
- Extra-curricular achievements
- Sporting achievements
- Taking part in competitions and events
- Helpful approaches to different situations

Every week, the house points are counted, and a weekly winner announced during our Celebration Assembly. House points are recorded on the House displays in the hall. At the end of the year, once all house points are tallied, the House Champions will be announced. The winning house will be awarded their ribbons on the House Cup. This system aims to encourage a real sense of pride and achievement for the children. It fosters community spirit and gives the children an opportunity to contribute to something bigger, which involves children from all year groups. The older children are positive role models and take on a pastoral role for the younger children.

Always Child

We recognise that, in each class, there are often children who consistently demonstrate exemplary standards of behaviour but might go unnoticed. These are the pupils who consistently listen to (and follow) instructions, who focus on their learning and do not require extra reminders for their behaviour. To ensure we recognise these children, each week (from Spring term onwards) in celebration assembly, each class teacher will select one pupil to receive this award. To celebrate their exemplary behaviour, they enjoy a hot chocolate (or other appropriate alternative), with a member of SLT on Friday afternoon.

Behaviour Ambassadors

At the beginning of the year, two pupils from each class will be elected as Behaviour Ambassadors (alongside Academy Parliament members). Teachers should emphasise to pupils that to be a Behaviour Ambassador, they need to be role models to others and these pupils will need to demonstrate consistently excellent standards of behaviour. If these are not maintained, their role may be taken away and another pupil will be nominated.

The duties of a behaviour ambassador will include:

- Being a role-model for others in their class and across the school
- Half-termly meetings with the (AHT for behaviour) where they can share what is going well and what could be improved
- Assisting with disagreements that take place during break-times and lunch-times, helping pupils come up with positive solutions
- Helping teachers select their 'Always Child' for celebration assembly

4. Inappropriate Behaviour

When inappropriate behaviours do occur, we seek to restore relationships and/or change behaviours rather than merely punish the actions a child may have taken. We understand that behaviour is communication and that in order to change a behaviour we need to understand and work to address any underlying cause/unmet need, whilst at the same time setting firm boundaries and expectations. Although this does not exclude the use of sanctions/consequences, we seek the most appropriate way of supporting children/young people to self-regulate and therefore develop the skills of self-control, empathy and emotional management. This often takes place through encouraging the pupil to reflect on what has happened and what needs to change.

Behaviour Level Procedures

Teachers have the right to teach and children have the right to learn. Disruptive behaviour stops teachers from teaching and stops pupils from learning. For this reason, we have clear steps in place to quickly and effectively deal with these behaviours.

Behaviours are graded according to their severity and appropriate restorative consequences are applied. Six levels of unacceptable behaviour and appropriate restorative consequences have been identified (see table below). It has been designed in this way so that pupils are provided with opportunities to self-correct their own behaviour before further consequences are applied. Where pupils do not self-correct their own behaviour, they should be moved up to a higher level.

If behaviour exhibited is more severe, it may be necessary to move a pupil directly to a higher level. For example, should a child swear in class, then it would be inappropriate to move them to 'Level 1'. Instead, they would move directly to 'Level 3'. Whilst possible behaviours and suggested

responses have been matched to specific levels, these are just guidelines and school staff may need to use their own discretion when applying the system, taking into account the child, their age, individual needs and circumstances.

Reflection sheets (Appendix 2a) are used to allow pupils to reflect on inappropriate behaviours, consider the impact they've had and consider what they could do now to help. Alongside or instead of these, we may also use the 'Roots and Fruits' tool (Appendix 2b) or Zones of Regulation toolkit (Appendix 2c). This is a key element to the restorative process and is more likely to lead to behaviour change than sanctions alone. When a reflection sheet is used (predominantly Level 3+ behaviour but can be used at other points, where appropriate), the member of staff who has dealt with this behaviour should fill out an incident form on Arbor. This ensures behaviour triggers can be analysed and allows us to recognise where additional support might be necessary. The reflection sheet should be given to parents/carers at the end of the day so that they are aware of the behaviour incident.

Once on a level, the child should not be removed from that level or moved down to a lower level until the levels reset. However, they can be escalated to a higher level. Levels will reset at the beginning and end of break-time and the beginning and end of lunch time each day, giving the pupils regular opportunities to start anew. This also ensures that any behaviour incidents occurring at break or lunch time are dealt with separately.

Expectations for time-outs within the classroom (Level 2)

We recognise that, where pupils continue to disrupt the classroom, even after warnings, they may need their own time/space to better self-regulate without additional distractions that could lead to further inappropriate behaviour. For this reason, we first seek to give the pupils a 'calm space' inside the classroom where they can continue their learning or take some time to self-regulate effectively.

To ensure this is most likely to succeed, the pupil should be separated from their peers as much as possible. If the class are on the carpet, the pupil could be moved to a chair. If the class are at their chairs, the pupil could be moved to a space on the carpet. The teacher may designate a different spot if they feel this is more appropriate for the child.

Expectations for time-outs out of class (Level 3)

Where the disruptive behaviour continues, we recognise that the pupil may need a change of environment to ensure as many distractions as possible are removed, thus allowing them to self-regulate more effectively. To allow this to happen, a pupil will go to a different classroom for up to 20 minutes. To ensure that this does not affect the other class, it is expected that:

- The teacher of the other class should not stop teaching their own class to discuss why they have been sent out.
- The pupil will sit at an area away from the main class. If the class are on the carpet, this could be at a chair and vice versa.
- Pupils should have learning to complete and/or the reflection sheet.
- Responses should be discussed with the child during the subsequent break/lunch time. During this time, pupils will be encouraged to reflect on their actions, understand how they should have behaved and how to make positive changes to their behaviour. Any work missed should be made up in this time, as needed.
- Typically, the pupil will be sent to the other class in the same year group. However, if that is not possible (or appropriate), the member of staff can select another class for the pupil to be sent to.
- If a pupil receives a Level 3 in the afternoon session, it will not be possible to keep that child in during a break time on the same day. Instead, the teacher may choose to have a brief

catch-up discussion with that pupil at an appropriate time the following day to discuss the positive behavioural changes the pupil intends to make.

- The amount of time out of class (and reflection time during break/lunch) should be age appropriate (i.e. a pupil in Year One would usually be sent out for a shorter period of time whereas a pupil in Year Six may require to entirety of that 20 minute period).

Level	Suggested Response	Example Behaviours
Verbal Warning	<ul style="list-style-type: none"> • A verbal reminder given to the child and the class/school rule or expectation is re-stated • Praise positive behaviours observed elsewhere in class (e.g. 'thank you ____ for listening so well') 	Low-level disruption Calling out, arguing with peers, talking/being noisy at inappropriate times, not following instructions, not focusing on learning, etc.
Level 1	<ul style="list-style-type: none"> • Additional reminder given to the child and the class/school rule or expectation is re-stated. • Praise positive behaviours observed elsewhere in class (e.g. 'thank you ____ for listening so well') • Where appropriate, offer the opportunity to work in a 'calm space' away from others – 'you can either work in your calm space or listen from where you are' 	<ul style="list-style-type: none"> • Repeated instances of above
Level 2	<ul style="list-style-type: none"> • Time-out within the classroom (up to 10 mins) <u>AND</u> • Time inside at break/lunch time (<u>max</u> 10 mins) to reflect on their behaviour (use questions from reflection sheet) 	<ul style="list-style-type: none"> • Repeated instances of above • Rudeness (e.g. name calling) directed towards another pupil • Taking the belongings of others without permission • Deliberately not completing work (or completing it to an unacceptable standard).
Level 3	<ul style="list-style-type: none"> • Time-out in adjacent class with learning/reflections sheet (up to 20 mins) <u>AND</u> • Time inside at break/lunch time (<u>max</u> 20 mins) to: <ul style="list-style-type: none"> - Complete any missed learning - Reflect on behaviours. Typically, a reflection sheet would be used but a roots and fruits/zones of regulation toolkit could be used instead, where appropriate <p>Reflection sheet sent home and incident form (Arbor) completed.</p>	<ul style="list-style-type: none"> • Repeated instances of above • Intentional damage to school property or others' belongings • <u>Persistent</u> refusal to complete work • Swearing • <u>First instances</u> of aggressive behaviour that may harm another child (e.g. pushing, tripping, hitting, kicking, throwing objects, etc.)
THESE LEVELS ARE BYPASSED IF VIOLENT/DANGEROUS BEHAVIOUR OCCURS Straight to a member of the Senior Leadership Team		
Level 4	Child sent to member of the Senior Leadership Team to consider appropriate response, including: <ul style="list-style-type: none"> • Restricted privileges. • Pupil considered for behaviour watch. • Additional level of reflection sheet (reflection sheet and either roots & fruits or zones of regulation toolkit) <p>Incident form completed on Arbor and parents informed via telephone/meeting.</p>	<ul style="list-style-type: none"> • Rudeness to any adult in the academy or persistent refusal to follow instructions • <u>Repeated, intentional</u> acts of physical aggression towards other children (e.g. spitting, hitting, kicking, throwing objects, etc.) • <u>Intentional</u> damage to equipment or the academy building
Level 5	Child sent to member of the Senior Leadership Team to consider appropriate response, including: <ul style="list-style-type: none"> • Removal from class to spend time completing education consequence (e.g. learning about appropriate language) • Possible <u>internal suspension/suspension</u> applied • Likely individualised behaviour plan • Additional level of reflection sheet (reflection sheet and either roots & fruits or toolkit) <p>Incident form completed on Arbor and parents informed via telephone/meeting.</p>	<ul style="list-style-type: none"> • Incidents of racism or other discriminatory behaviour • Instances of bullying • <u>Pre-meditated</u> violent acts on others which have the potential to cause serious harm (e.g. punching, kicking, choking) • Violent threats towards others • Significant property damage • Dangerous behaviour (e.g. running out of academy)
Level 6	Child sent to the Headteacher (or Deputy Head in their absence) to consider appropriate response, including: <ul style="list-style-type: none"> • Individualised plan likely put in place • Likely <u>suspension/permanent suspension</u> applied. <p>Incident form completed on Arbor and meeting arranged with parent to discuss support for the pupil.</p>	<ul style="list-style-type: none"> • <u>Pre-meditated</u> violent acts on others which have the potential to cause serious harm (e.g. punching, kicking, choking) • Significant property damage • Repeated instances of bullying or racism • Extreme dangerous behaviour (e.g. pushing another child towards a road, using objects as weapons, etc.).

Playground and Lunch-time Behaviour

We expect our children to behave well at all times - both in the building and at playtimes. We believe it is important for children to see that playtime behaviour also plays a part in our behaviour policy.

All staff will continue to encourage children to demonstrate the positive behaviours that are always expected of them. However, when children show inappropriate behaviour, an adapted version of the Behaviour Levels Procedure will be used (see table below).

Level	Suggested Response	Example Behaviours
Verbal Warning	<ul style="list-style-type: none"> • A verbal reminder given to the child and the class/school rule or expectation is re-stated 	Low-level disruption Calling out, arguing with peers, talking/being noisy at inappropriate times, not following instructions, not focusing on learning, etc.
Level 1	<ul style="list-style-type: none"> • Additional reminder given to the child and the class/school rule or expectation is re-stated. • Where appropriate, offer the opportunity to spend time in a 'calm space' away from others 	<ul style="list-style-type: none"> • Repeated instances of above
Level 2	<ul style="list-style-type: none"> • A period of time-out to be given in the playground (up to 10 minutes) where the pupil is separated from others to reflect on behaviour (use questions from reflection sheet to guide discussion) and self-regulate. 	<ul style="list-style-type: none"> • Repeated instances of above • Rudeness (e.g. name calling) directed towards another pupil • Taking the belongings of others without permission • Deliberately not completing work (or completing it to an unacceptable standard).
Level 3	<ul style="list-style-type: none"> • An extended period of time-out to be given (up to 20 minutes) where the pupil is separated from others to reflect on behaviour (use questions from reflection sheet to guide discussion) and self-regulate. • Reflection sheet sent home and incident form (Arbor) completed. 	<ul style="list-style-type: none"> • Repeated instances of above • Intentional damage to school property or others' belongings • <u>Persistent</u> refusal to complete work • Swearing • <u>First instances</u> of aggressive behaviour that may harm another child (e.g. pushing, tripping, hitting, kicking, throwing objects, etc.)
THESE LEVELS ARE BYPASSED IF VIOLENT/DANGEROUS BEHAVIOUR OCCURS Straight to a member of the Senior Leadership Team		
Level 4	Child sent to member of the Senior Leadership Team to consider appropriate response, including: <ul style="list-style-type: none"> • Restricted privileges. • Pupil considered for behaviour watch. • Additional level of reflection sheet (reflection sheet and either roots & fruits or toolkit, <p>Incident form completed on Arbor and parents informed via telephone/meeting.</p>	<ul style="list-style-type: none"> • Rudeness to any adult in the academy or persistent refusal to follow instructions • <u>Repeated, intentional</u> acts of physical aggression towards other children (e.g. spitting, hitting, kicking, throwing objects, etc.) • <u>Intentional</u> damage to equipment or the academy building
Level 5	Child sent to member of the Senior Leadership Team to consider appropriate response, including: <ul style="list-style-type: none"> • Removal from class to spend time completing education consequence (e.g. learning about appropriate language) • Possible <u>internal suspension/suspension</u> applied • Likely individualised behaviour plan • Additional level of reflection sheet (reflection sheet and either roots & fruits or toolkit) <p>Incident form completed on Arbor and parents informed via telephone/meeting.</p>	<ul style="list-style-type: none"> • Incidents of racism or other discriminatory behaviour • Instances of bullying • <u>Pre-meditated</u> violent acts on others which have the potential to cause serious harm (e.g. punching, kicking, choking) • Violent threats towards others • Significant property damage • Dangerous behaviour (e.g. running out of academy)
Level 6	Child sent to the Headteacher (or Deputy Head in their absence) to consider appropriate response, including: <ul style="list-style-type: none"> • Individualised plan likely put in place • Likely <u>suspension/permanent suspension</u> applied. <p>Incident form completed on Arbor and meeting arranged with parent to discuss support for the pupil.</p>	<ul style="list-style-type: none"> • <u>Pre-meditated</u> violent acts on others which have the potential to cause serious harm (e.g. punching, kicking, choking) • Significant property damage • Repeated instances of bullying or racism • Extreme dangerous behaviour (e.g. pushing another child towards a road, using objects as weapons, etc.).

Swearing

At Green Ridge, we deem swearing an unacceptable behaviour and its use should always be challenged. When a pupil is heard swearing:

- Explain that we do not use that language at Green Ridge Academy. Instead, we use 'kind words'.
- Explain that they are now on Level 3 as per the Behaviour Level Procedures and complete a reflection to find out why this language was used.
- Ask the child who is telling you about the swearing to tell the other child that they don't to talk to them if they use words like that

Persistent Anti-social Behaviour

If a child continues to exhibit anti-social behaviour, the school has a number of further strategies to support the pupil in making positive behaviour choices. These include:

- Meetings with parents/guardians
- Support from external agencies (e.g. a Pupil Referral Unit)
- Behaviour Watch (see below)
- Individualised behaviour plans (see section on Children with Special Education Needs)

Behaviour Watch

As mentioned above, where pupils continue to exhibit inappropriate behaviours, they may receive additional support through Behaviour Watch. Pupils for Behaviour Watch will be identified in the following ways:

- In the half-termly behaviour reports, highlighting the pupils who regularly receive Level 3 or above
- Discussion with the class teacher (or other appropriate member of staff)
- Discussions with parents/guardians

It should be noted that this is not typically aimed at pupils with Special Education Needs that may impact upon their behaviour. Instead, they will have individualised behaviour plans (see section on Children with Special Education Needs).

After a pupil is identified, there will be an initial meeting held with the pupil, their parents/guardians, a member of SLT (AHT for behaviour) and the class teacher. In this meeting, the previous behaviours exhibited will be outlined to the parents and up to three SMART targets will be set for the pupil. A review date will be set (usually after two weeks of the plan being in place). During this period, a 'Pupil Behaviour Tracker' will be used to record their progress against the targets. At the end of the agreed period, if the pupil has made sufficient progress in their targets, the pupil will be removed from Behaviour Watch.

Alongside this, a member of SLT (AHT for behaviour) will speak with the pupil at least once a week to discuss their targets and the progress they are making against these. These meetings will provide the pupil with an additional opportunity to reflect on their behaviours during this period, considering what went well and what could be improved, thus supporting them to make positive behaviour choices. To facilitate long-term positive changes in their behaviour, these discussions may continue beyond the use of the 'Pupil Behaviour Tracker'.

Confiscation of Inappropriate Items

On occasions, it may be necessary for staff to confiscate items brought into the academy by children. These items include, but are not limited to: mobile phones, toys, electric games, sweets and chewing gum. An exception will be made if the pupil has express permission to have them

or requires them to support their learning. Consumables will be disposed of or will be retained by staff to be collected from the school office by a responsible adult. Staff reserve the right to search pupils where they reasonably suspect that "prohibited items" may be in a child's possession. These could be items which are stolen, illegal or dangerous e.g.: drugs, weapons, cigarettes, fireworks or pornographic images.

Children may receive a suitable consequence for inappropriate items brought into the academy, which may have a detrimental or negative impact on their peers.

Peer on Peer Abuse

Abusive behaviour can happen to pupils in schools and settings and it is necessary to consider what abuse is and looks like, how it can be managed and what appropriate support and intervention can be put in place to meet the needs of the individual and what preventative strategies may be put in place to reduce further risk of harm. Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. Equally, abuse issues can sometimes be gender specific e.g. girls being sexually touched/assaulted and boys being subject to initiation/hazing type violence (see KCSIE). It is important to consider the forms abuse may take and the subsequent actions required.

At Green Ridge Primary Academy, we aim to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the young person, with full consideration to impact on that individual child's emotional and mental health and well-being. We will log any incidents of peer on peer abuse which will be responded to via the school's safeguarding processes by the designated safeguarding leads.

We do not accept or allow any sexualised behaviour or language between pupils in our academy. This includes, but is not limited to: any names, comments, requests, threats and 'jokes' that are considered sexual or sexually suggestive, physical contact of a sexual nature, sexual violence, and gender-based bullying, regardless of whether it takes place face to face or online. We will respond to any reports of such behaviour on a case by case basis, taking into account the age, gender, and understanding of the pupils involved. Any consequences will be made in line with this policy, and we will follow up with actions for the accused and the victim(s) in line with our safeguarding and child protection policy, peer on peer abuse policy and Government guidance on peer on peer abuse.

For further information on how we deal with peer on peer abuse, please see our Peer on Peer Abuse policy.

5. Racism and Bullying

Racism

The academy staff actively promotes Race Equality as an academy priority to ensure high expectations of all and to prevent discriminatory behaviour. We believe that all pupils need to experience a school environment where cultural, linguistic and ethnic differences are valued, and the principles of equal opportunity are actively seen to be at work in the academy's ethos and procedures.

Racism can be defined as:

- Any behaviour, attitude or institutional structure which treats an individual or group or individuals differently because of their race.

Racist attitudes or behaviour within our school community will not be tolerated.

Bullying

Bullying is a behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying may be motivated by actual or perceived differences relating to age, disability, ethnicity, gender, religion and belief, sexual orientation, class, poverty or local issues appropriate to the academy context. Bullying results in pain and distress to the victim.

Bullying can be:

Emotional	being repeatedly unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
Physical	repeatedly pushing, kicking, hitting, punching or any use of violence
Racist	racial taunts, gestures
Sexual	unwanted physical contact or sexually abusive comments
Homophobic	because of, or focussing on the issue of sexuality
Verbal	repeated name-calling, sarcasm, spreading rumours, teasing, taunting, mocking and making offensive comments.
Indirect	Spreading malicious rumours or nasty stories, graffiti, humiliation in front of peer.
Cyber	All areas of internet, such as email and internet chat room misuse Mobile bullying by text messaging and calls Misuse of associated technology, i.e. camera and video facilities Verbal and indirect bullying via electronic technologies. Hate websites.

Strategies to prevent and deal with incidents of Racism and Bullying

We take the issue of bullying seriously and work with members of our academy community so that they know:

- What the academy means by bullying
- Why bullying is totally unacceptable
- How we address bullying
- What support there is for those who have been bullied or those who bully as well as unambiguous consequences for those who bully

As an academy, we endeavor to create a culture of open communication where all parties are listened to, which reinforces mutual understanding and respect for each other's feelings.

We:

- Regularly raise awareness of issues of racism and bullying during PSHE and assemblies and provide children with skills of conflict resolution during PSHE.
- Ensure that all pupils understand that racism and bullying are not accepted at Green Ridge Academy and will be dealt with firmly.
- Ensure regular staff training/briefings to support all staff in promoting positive behaviour.
- Increase the sense of community at Green Ridge Academy by providing opportunities for children to take responsibility.

- Provide opportunities for cooperative play during break-times.
- Set up 'support groups' to provide practical help for the victims of racism or bullying
- Actively involve the perpetrator in any 'support group' (where appropriate) to develop responsibility and modify inappropriate behaviour.
- Involve parents of both perpetrator and victim at all stages
- In the case of racist incidents, it is the academy's statutory duty to inform Governors.

For further information about how we prevent and tackle any incidents of bullying, please see the Anti-Bullying policy.

Equality

In accordance with the Equality Act 2010 we seek to:

- a.) Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the act.
- b.) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- c.) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

We have a commitment to the Equality Act. We offer as an academy to read through and translate all correspondence with our community so that all members of our community can access information equally.

6. Pupil Suspensions

The academy will make every effort to support pupils with challenging behaviour and to resolve conflict. There are many strategies that we put in place to avoid suspension. These include (but are not limited to):

- Identify the need being communicated through a behaviour at the earliest opportunity and work with parents/carers to put appropriate support in place (e.g. individualised behaviour plan)
- Following incidents where challenging behaviour has occurred, we will reflect on that behaviour with the child using our reflection sheet (see Appendix 2a)
- Where we see patterns of behaviour, we will discuss appropriate strategies with the pupil so they have tools to help them self-regulate. This will often use the 'Roots and Fruits' sheet or Zones of Regulation Toolkit (Appendices 2b and 2c)
- When pupils are in high states of stress (and when our brains have been exposed to past trauma) a 'fight or flight' response is more likely and therefore we will calmly communicate with the child, encouraging them to use their self-regulation strategies
- Where behaviour puts other pupils' safety at risk, we would look at separating the pupil(s) from others either by removing others from the situation or by removing the pupil(s) involved. This will give them the time/space to better self-regulate.
- Consider the use of a reduced timetable to allow the pupil to achieve success in the school environment in manageable chunks before looking to increase this gradually.

However, where behaviour is persistently aggressive or disruptive, pupil suspensions may be considered. The following types of behaviour may result in an internal suspension and/or suspension:

- A serious attack on another pupil;

- Physically attacking a member of staff;
- Persistently disruptive behaviour which negatively impacts on the learning of others;
- Bringing into school an offensive weapon, drugs, alcohol, matches or a lighter;
- Danger to themselves or others.

The length of the suspension is at the discretion of the school but will operate within DfE guidelines.

Suspension

Headteachers have the legal right to suspend a pupil for up to 45 school days in an academic year. Suspension is a disciplinary sanction, which can only be exercised by the Headteacher or Deputy Headteacher when s/he is acting in the Headteacher's absence and only in response to serious breaches of the academy's policy on behaviour or of the criminal law.

Where a pupil is suspended, it will be for a minimum time to ensure that the pupil and others in the school understand that the behaviour has been unacceptable. Pupils will be given every opportunity to improve their behaviour before the suspension is exercised.

A first suspension lasting from half a day to three days is usually appropriate. When a pupil is suspended for more than two days, the Headteacher will arrange for pupils to receive school work to do at home and have it marked until s/he returns to the academy.

Arrangements for a suspension

- Suspensions will often take effect as of the close of the current school day. However, if the offence is of a very serious nature, i.e. where a pupil is a grave danger to themselves or others, then the suspension will be immediate.
- The Headteacher/Deputy Headteacher will make every effort to contact parents by telephone during the day informing them of the suspension and reasons for it. The Headteacher/Deputy Headteacher will always send a formal letter setting out the reasons for the suspension and the arrangements for their return to school.
- Where appropriate, the class teacher (or other appropriate member of staff) may contact the child during their suspension to ensure there is ongoing support for the family/child
- The parents/carers will be invited for a reintegration meeting to discuss putting additional support in place for the pupil to avoid similar incidents in the future.
- Parents/carers will be informed of the right to make representations to the Governing Body.

Following the decision to suspend, staff will hold a debrief with a focus on 'reflecting' on what has happened to ensure that the support for the child is as effective as possible. Therefore, reducing the likelihood of future suspensions.

In the unlikely event that it is necessary to applying the sanction of a permanent suspension, the Governing Body will follow the appropriate Local Authority procedures.

7. Children with Special Educational Needs

We expect children at Green Ridge to follow the Behaviour policy. However, we recognise that a small minority of our children have significant needs, which may result in high levels of anxiety and/or cause them to find it more difficult to self-regulate. Additionally, some pupils may not comprehend the rules and structures of the academy and be unable to meet expectations

without additional support. This is likely to include but is not limited to those with an EHCP. For this reason, they may need a more personalised approach to better enable them to follow the whole school system.

This may include:

- The use of clear targets with specific rewards, or consequences
- The use of outside agencies (Education Support Centre ESC, Educational Psychologist, Pupil Referral Unit etc.)
- Regular meetings with parents to discuss behaviour support and/or progress against specific targets
- Individualised behaviour plan to ensure consistent responses are used by all adults and that risk is managed appropriately*
- Record behavior incidents on ABC forms to report back to parents and monitor the repeated behaviour that may occur to enable strategies to be put into place to tackle any triggers
- Creating their own Zones of Regulation Toolkit, providing them with strategies to better self-regulate

It may also be appropriate to complete a Common Assessment Form (CAF) if multi-agencies are involved with the child or a consider a reduced timetable if the child is at risk of suspension.

*Individualised behaviour plans should be accessible to all staff who will directly work with that child. This includes those on break-time/lunch-time duty.

8. Positive Handling

Physical force should only be used within the strict safety guidelines laid out in Green Ridge Academy Physical Intervention Policy. All staff are required to be familiar with the contents of this policy and to abide by it at all times.

9. Rights and Responsibilities

Rights of Children:

- To be safe and secure at all times at school
- To be listened to by adults
- To be familiar with the procedures of the Behaviour Policy
- To be involved in setting and reviewing behaviour and class rules within their own class
- To be treated with respect

Responsibilities of Children:

- To follow the behaviour policy to the best of their ability
- To treat adults and other children with respect and politeness
- To help to make the academy a clean and pleasant place to be
- To do as they are asked by all adults in the academy
- To take increasing responsibility for their own learning and behaviour

Staff Rights:

- To be safe and secure in our work place
- To be listened to by children, parents, colleagues and governors
- To be familiar with the procedures of the Behaviour Policy
- To have professional judgements respected
- To be involved in setting and reviewing behaviour within the academy

Responsibilities of Staff:

- To praise, value and encourage appropriate behaviour
- To address the children clearly but firmly
- To provide a positive role model for children
- To be consistent in the application of the policy
- To value and support each other
- To consider other people's point of view – to listen to other staff, parents and children
- To provide an appropriate context for learning appropriate behaviour
- To provide a learning environment which reflects our respect for the race, religion, gender and way of life of others
- To plan opportunities for the class to reflect on their behaviour
- To actively implement and regularly discuss and review the Behaviour Policy as necessary
- To record incidents of inappropriate behaviour and to inform the Senior Leadership Team where appropriate
- To involve parents, SENCo and outside agencies where pupil behaviour is persistently inappropriate and does not respond to the usual academy rewards and consequences

Parent/Carer Rights:

- To have access to a copy of the policy to become familiar with its expectations
- To be informed as is appropriate about unacceptable behaviour
- To be given information about relevant support services as necessary
- To be involved in the implementation of the policy by supporting the procedures and discussing them with pupils at home as and when necessary
- To be consulted when the policy is under review.

Responsibilities of Parents/Carers:

- To ensure children arrive on time for academy and ready to work
- To ensure children are collected from school, on time
- To encourage children to sort out difficulties without hitting, fighting or swearing, at home or in the academy
- To encourage respect for other people
- To help children realise the importance of education and to praise them for their efforts and achievement
- To encourage children to talk about the academy and listen to what they have to say each day
- To be a positive role model for the children
- To always engender a positive attitude towards school with children
- To discuss your child's progress regularly with staff
- To support the school by attending meetings, e.g. pupil learning reviews, parent meetings etc.

- To ensure that your child arrives at school wearing the academy uniform and follows the uniform guidance, in addition to bringing the appropriate equipment.
- To ensure that home learning activities are completed accordingly.
- To read thoroughly and act upon all communications from the academy

10. Useful Strategies

Public praise and private criticism

Public acknowledgement of good behaviour can be very powerful in a positive way. Usually, criticism should be as private as possible; lowering a child's self-esteem is likely to increase misbehaviour, if not now, later. Avoid standing on one side of the classroom and telling someone off on the other side. The audience provided by the rest of the class can prove rewarding for the child as well as making the rest of the class feel told off too.

Some children find direct praise hard to handle so praise should be as descriptive as possible and you should be sensitive to the impact. Perhaps allow the child to hear you telling someone else how well he or she has done. Praise can also be non-verbal: a smile, a thumbs-up or a 'learning dot'. Expand your vocabulary for praise.

Acknowledging feelings

Children often misbehave because they feel upset. One reason for this can be to attract adult attention to their bad feelings in the hope that they will get some help with them. Being aware of the child's feelings can pre-empt them resorting to other ways to get your attention. Remember all behaviour is a language and the child is only trying to communicate his/her feelings.

Give them a choice

Give children a choice as often as possible. This can be as simple as deciding which piece of work they want to do first. Being given choices increases a child's sense of independence, which in turn contributes to the development of their self-esteem.

Being consistent

Children have a need for the world to be as reliable as possible. **When staff act consistently and reliably**, they make the child feel safer and therefore less anxious. This in turn will make it less likely that events will trigger off bad behaviour. Apply rules firmly and fairly.

Model desired behaviour

It is important for adults within the academy to model the kinds of behaviour that they expect from children in terms of respect, concern, fairness, how to apologise, how to resolve difficulties fairly and amicably. Dealing with difficult behaviour can trigger feelings of anger, irritation, disappointment or even despair. It is better to avoid communicating these feelings. Responses should be low key and matter of fact.

Scan the classroom

Teachers who seem to know what is going on even before it has started and seem to have eyes in the back of their head impress children. Put yourself in a position where you can see what is going on and scan for children who are off-task. Re-direct children before behaviour has become disruptive.

Listen for changes in patterns of conversation, which might indicate off-task behaviour. Make your presence felt by a look or by repositioning yourself.

Listen to children

Listen to children and make them feel significant. It is important to make children feel aware that you recognise their feelings... **"You seem cross, did something happen?"** Follow up concerns raised and complaints made, even if you need to say that you will deal with it later. Children need to feel able to share things with us and for issues not to be driven 'underground'.

Pre-empt disruptive behaviour

If a child is off-task, the important tactic is to return their attention to the task before they become disruptive.

Be aware of yourself

When dealing with disruptive incidents, consider the following:

- your position in the class
- your proximity to disruptive children
- your facial expression
- your tone of voice
- your posture
- your choice of words
- the use of eye contact

Address the behaviour, not the child

Give an 'I' message. State clearly 'I do not like....' rather than criticising the child. This ensures behaviour is addressed, and models assertive behaviour.

Catch them being good

This can be hard with some children but it is usually more important for them than for many others. Noticing and acknowledging anything that is in the direction the adult wants the child to take will encourage and reinforce that movement.

Create an interesting, stimulating classroom environment.

As per the Display Policy, the classroom environment should support learning and engage learners in the areas/topics being studied.

Make sure all children know what they are doing and that their work is matched to their ability.

Often, where children are unable to access the learning or because it does not require their full effort, their behaviour deteriorates. Ensure your differentiation is closely matched to the needs of your pupils so they are challenged at an appropriate level.

11. Key Behaviour Expectations Across the Academy

A 'no shouting' expectation is in operation across the academy and shouting must not be used as a classroom management technique. The quieter adult voices are the quieter the children will be.

All staff should ensure the use of positive phrases e.g. "Walk, thank you" as opposed to "don't run".

Teachers should avoid sending a child out of a classroom/learning area on their own, in case the child is able to create further disruption within the academy. If necessary, a member of senior staff will be called for using the red triangle system or through a member of support staff.

If a child should run out of academy for whatever reason, staff should not over react and should avoid running after them as this may place the child in greater danger. The Headteacher or member of the Senior Leadership Team should be informed immediately.

All children must walk inside the academy. If a child is observed running, they should be asked to go back and walk correctly, accompanied by positive verbal feedback such as 'Thank you for walking sensibly'. Encourage children to walk to the left of the corridors.

NEVER:

- | | |
|--------------------------|--------------------------------------|
| • Humiliate | - it breeds resentment |
| • Shout | - it diminishes you |
| • Over react | - the problem will grow |
| • Use blanket punishment | - the innocent will resent you |
| • Over punish | - never punish what you cannot prove |

12. Partnership with Parents and Carers

At Green Ridge, we believe in working to build a partnership with parents/carers so that they are able to support the academy in promoting good behaviour and attendance. We feel it is important that parents/carers know the measures taken to promote good behaviour in academy and are able to participate in their children's education by having two-way communication with the academy. This information is contained in:

- Our Home-Academy Agreement
- Newsletters and through awards which are sent home
- Ensuring parents are involved in supporting the academy in managing their child's behaviour issues
- The procedures as laid out in our Attendance Policy for parents/carers.

This information is shared with parents as their child starts academy and information is also available on our academy website.

Complaints

For the academy's procedures for dealing with complaints, please see the academy's complaints policy.

13. Procedures for Review and Evaluation

Our positive behaviour and discipline policy is a living policy. Monitoring, review and evaluation is built into the annual academy self-review cycle. Monitoring takes place in several ways:

- The completion of short questionnaires by pupils, staff and parents/carers
- Academy parliament feedback
- Involvement of pupils in environment walks and interviews
- Parent/carers focus group feedback
- Statistical data of pupils or groups who are regularly given consequences or rewards
- Classroom observation

References

This policy should be read in conjunction with the relevant passages in:

- The *Academy Standards and Framework Act* (1998), regarding adults working in academy;
- The *Human Rights Act* (October 2000);
- *Keeping Children Safe in Education*
- And the following policies: Special Educational Needs Policy, E-safety and Data Security policy, Child Protection Policy, Equality Policy

Appendix 1: Behaviour Superheroes

Reflective Rudy <ul style="list-style-type: none"> Looks back/evaluates Sees different perspectives Grows from experience Stays calm 	
Imaginative Isaac <ul style="list-style-type: none"> Makes predictions using prior knowledge Sees possibilities and opportunities 	
Reasoning Rose <ul style="list-style-type: none"> Explains Considers evidence Takes time Selects best method 	
Experimental Edmond <ul style="list-style-type: none"> Tries different things out to make something work 	
Investigative Iqbal <ul style="list-style-type: none"> Wants to find out a solution or answer Persists in their attempts 	
Working together Warren & Wendy <ul style="list-style-type: none"> Works collaboratively Shares knowledge and understanding Supports others 	
Curious Curtis <ul style="list-style-type: none"> Shows initiative Asks questions Takes risks 	
Courageous Christina <ul style="list-style-type: none"> Has a go even though may not be right Prepared to FAIL (first attempt in learning) Self-belief 	
Resilient Rita <ul style="list-style-type: none"> Persists – keeps going Stays positive Practice makes perfect 	

Reflection Sheet (Level 3+ Behaviour)

Name: _____

Date: _____

Level (please circle): 3 4 5 6

What happened?	Which Zone was I in? Why?	What was I thinking?
Has anyone else been affected?	What needs to happen now?	Did this impact upon children's right to an education? Did it impact upon other rights?

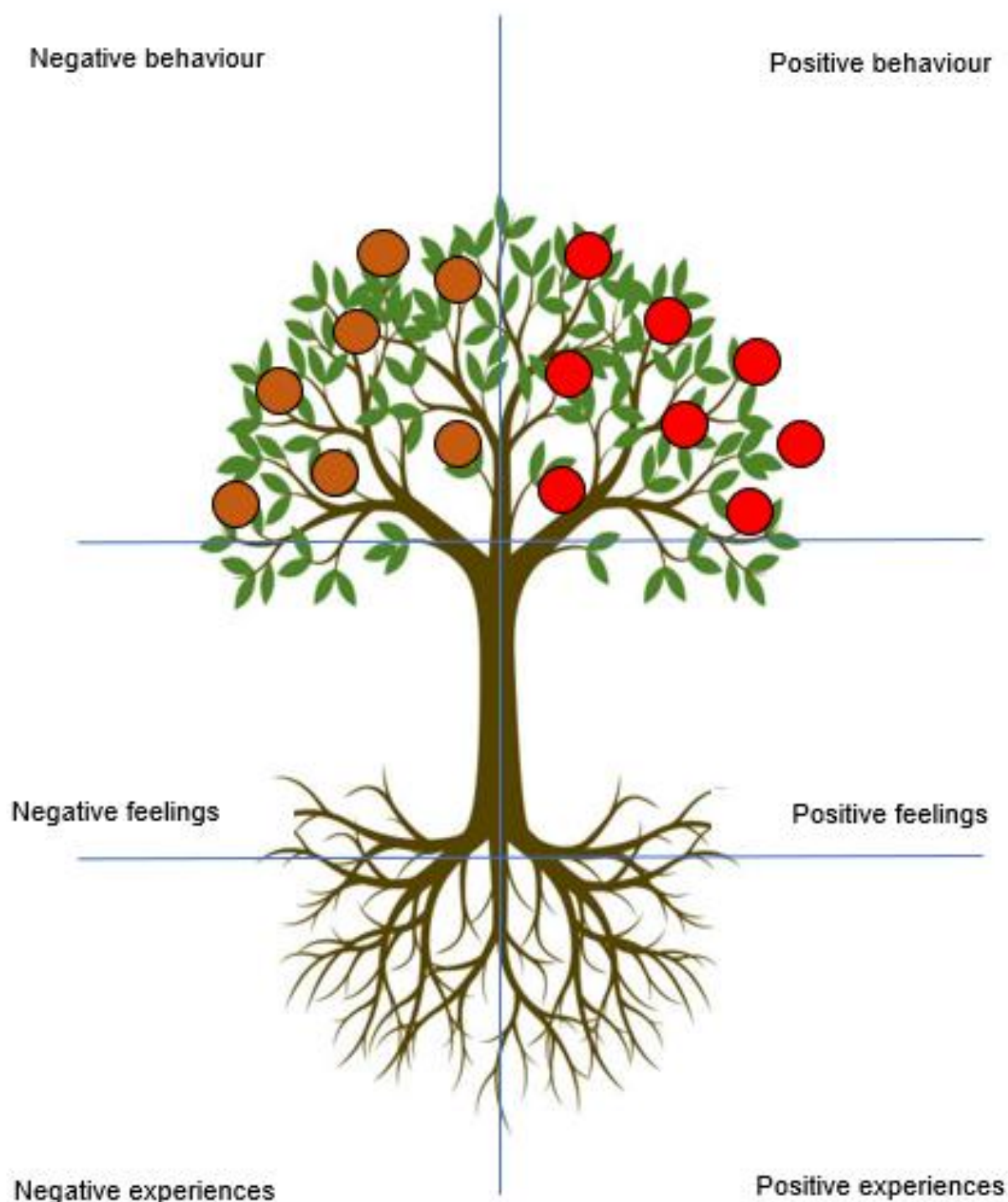
A copy of the reflection sheet will be sent home with the parent/guardian.

An incident form will be completed electronically (Arbor).

Entered onto system ☐ By _____ Date _____

Roots & Fruits Analysis

Pupil's name:	
Who contributed to this analysis?	
Date of review:	



Appendix 2c: Zones of Regulation Toolkit

_____'s **Toolbox**

Blue Zone Tools	Green Zone Tools	Yellow Zone Tools	Red Zone Tools
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
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