Behaviour Policy

GREEN RIDGE
PRIMARY ACADEMY

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On behalf of:	Local Governing Body

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ACADEMY TRUST

Part 1: Introduction and purpose

The National Context (*taken from Behaviour in Schools, DfE: September 2022***)**
Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally.

Our beliefs and principles at Green Ridge
At Green Ridge, we strive to demonstrate a relational approach to supporting social and emotional development and behaviour based on the following principles:

1. We understand that behaviour communicates unmet needs and can separate the child/young person from their behaviour.

2. We understand that each developmental stage has a range of typical behaviours which provide opportunities for adults to role-model and explicitly teach appropriate behaviours.

3. We provide containment, predictability, and routine to build a sense of safety in the emotional and physical environment.

4. We 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.

5. We keep in mind that we are the adults, and the children/young people are still growing, learning and developing.

6. We seek to restore relationships and change behaviours rather than punish the actions a child may have taken. Although this does not exclude the use of consequences, we seek the most appropriate way of supporting children/young people to develop robust stress-regulation systems and therefore the skills of self-control, empathy and emotional management.

We are a school that uses the THRIVE approach as core part of our pupils' well-being, behaviour, and development. The THRIVE approach supports and encourages the development of confident, curious, creative, and capable children and young people, who are open to learning and better equipped to deal with life's ups and downs. We have a commitment to continually deepen our understanding of how social and emotional learning develops and how this can be supported in school.

Together with embedding the Thrive Approach, which helps us to interpret children's behaviour and to address their emotional needs, we have adopted the Norfolk Steps therapeutic approach to behaviour. The emphasis on consistency of approach and response, the teaching of internal rather than external discipline, care, self-control, and consequences sits securely within – and supports our whole school ethos and our commitment to equity.

We recognise that behaviours can be learnt and be held within our cognitive awareness, but also that they can be unconscious, patterned, non-problem-solving defence or discharge responses. Attentive, observant adults working with children are required to recognise behaviours, identify underlying needs and respond in appropriate ways.

The purpose of the policy is therefore for:

<u>Pupils</u>
- To ensure that all pupils are treated fairly, shown respect and to promote good relationships.
- To help pupils take control over their behaviour and be responsible for the consequences of it.
- To help pupils understand what behaviour is and is not acceptable, and what potential consequences could be of their actions, including support offered.

<u>Staff</u>
- To ensure that they know how to deal with different types of behaviour fairly and confidently, in-line with principles of THRIVE and therapeutic approach, so that pupils receive the support they need to manage and change their behaviours.

<u>Parents and carers</u>
- To help them understand how behaviour will be led and managed at Green Ridge.
- To help them support their child out of school with similar approaches to managing behaviour using the THRIVE/therapeutic approach.

<u>Governors</u>
- To support them in their understanding of how the school manages and leads behaviour, so that they can better monitor and evaluate the effectiveness of the implementation of the policy.

We provide pupils with what they need to succeed in their learning. We endeavour to create a culture which inspires a love of learning through emotional and social intelligence and a responsibility of self-discipline and respect for others.
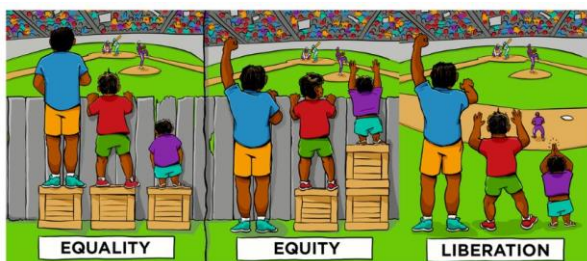
Equality is treating everybody the same. Equality aims to promote fairness, but it can only work if everyone starts from the same place and needs the same help. Equity is giving everyone what they need to achieve success. At Green Ridge we advocate for each child to receive the resources, experiences, appropriate interventions, and support in their learning achieve their full potential.

At Green Ridge we take the view that external discipline and consequences controls behaviour; however, internal discipline teaches children about their behaviour. To create a change in behaviour with children, we need to understand, not simply supress, the behaviour. Our therapeutic approach will enable this to happen.

Part 2: Leadership and Management

The Assistant Headteacher with responsibility for Behaviour and Attitudes is responsible for creation of the Behaviour policy, in conjunction with the Headteacher.

The creation of the policy is as a result of engagement with:
- Pupils
- Staff
- Parents and carers
- Governors
- Leaders

- Professionals (e.g. Educational Psychologists, SEN Officers, EBSA advisors, etc.)

Ongoing engagement with experts, such as Educational Psychologists and other support staff such as counsellors and Mental Health Support Teams, can help to inform effective implementation, and even design, of behaviour policies – making links to whole school approaches to mental health and wellbeing.

All senior leaders, including those Assistant Headteachers, Director of Inclusion, Deputy Headteacher and Headteacher, have a responsibility to be highly visible, with leaders routinely engaging with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported. Senior leaders have a reduced teaching timetable to be a visible presence across Green Ridge, support staff and pupils were required, and ensure that behaviour is managed effectively in-line with the policy.

At Green Ridge, we know that leaders have a crucial role to play in making sure all staff understand the behavioural expectations and the importance of maintaining them. School leaders will ensure all new staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school.

The Assistant Headteacher with responsibility for Behaviour, along with the Director of Inclusion will consider any appropriate training which is required for staff to meet their duties and functions within the behaviour policy.

Part 3: Staff induction, development, and support

All staff need to know how to promote pro-social behaviour and manage difficult or dangerous behaviour, and to understand what behaviour might be communicating.

Miss. Gardiner, Director of Inclusion, and Miss. Kelly Eaver, Attendance, Safeguarding and Family Liasion Officer, are both Norfolk Steps tutors. All current members of staff are Norfolk Step On trained. New staff receive training as part of their induction.

Miss. Bewick and Mrs. Tong (Specialist SEN/D and Behaviour Support Practitioners) are Thrive Practitioners.

Annual refreshers are delivered, and elements of practice are reviewed throughout the year in staff briefings for Norfolk Steps, Thrive and Protective Behaviours and other elements of the personal development curriculum. Training for each is a part of staff induction.

Part 4: School systems and social norms

The Green Ridge Behaviour Charter
Green Ridge is currently a Gold Level UNICEF 'Rights Respecting School'; through our ethos and policies we fully support the 'UN Convention on the Rights of the Child' (UNCRC) and the 42 articles for the rights for children worldwide. With regards to quality of education, behaviour and attitudes and personal development; these might reference Articles 3, 12, 18, 28, 31 and 37. The intention of these Articles is to promote positive actions. Classroom 'charters' are agreed and used to support good behaviour management.

At Green Ridge, we have an established behaviour charter that exists across the whole school, universally. 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 be **READY, RESPECTFUL** and **SAFE**:
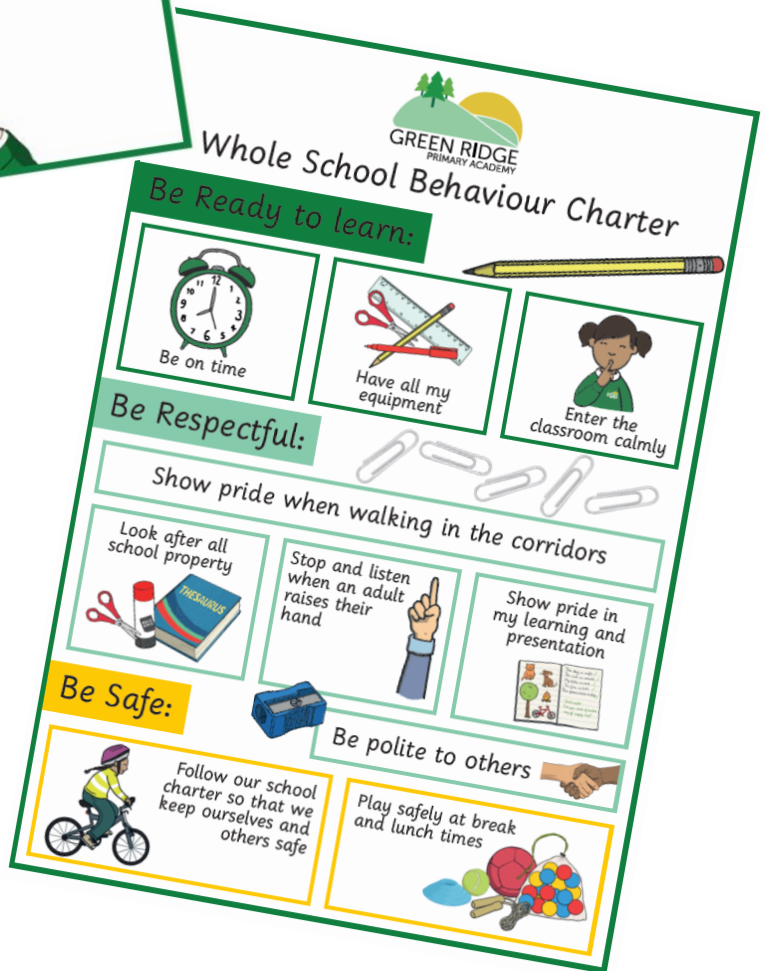
Core Values

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.

Linking learning in the curriculum to 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.

Drawing on the principles of Guy Claxton's Building Learning Powers, children at Green Ridge 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).

To help the pupils remember the significance of each learning dot, each learning power/muscle has 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 each 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.

The use of rules and routines

Routines are used to teach and reinforce the behaviours expected of all pupils. Repeated practices promote the values of the school, positive behavioural norms, and certainty on the consequences of unacceptable behaviour. Any aspect of behaviour expected from pupils is made into a commonly understood routine. These routines should be simple for everyone to understand and follow at Green Ridge.

Adjustments will be made to routines for pupils with additional needs, where appropriate and reasonable, to ensure all pupils can meet behavioural expectations. These adjustments may be temporary. Adjustments should be made proactively and by design where possible. Leaders are also mindful that not all pupils requiring support with behaviour will have identified special educational needs or disabilities.

The following rules and routines are the expected standards across the school, underpinned by the school's behaviour charter and core values:

Green Ridge Behaviour Expectations					
Ready		Respectful		Safe	
Honesty	Friendship	Forgiveness	Responsibility	Gratitude	Respect
In the playground we…			In the café we…		
• Go outside when there is an adult present • Play safely and kindly with each other • Return equipment if we use it • Take care of any equipment we use • Stop and freeze when the first whistle blows • Line up sensibly and quietly when the second whistle blows • Line up in the order our teacher has designated • Stay where adults can see us • Ask an adult for permission if you need to return back into the building • Tell an adult if you are someone else is hurt • Put litter in the bins. • Listen and follow directions given to us			• Ask an adult if we can have our pudding (up to Y3) • Show adults our manners when food is being served • Ask an adult for permission to get up from the table if we need to go to the toilet or leave the café • Wait for an adult to instruct us to go outside for playtime • Dispose of our rubbish or trays/cutlery in the right way using the trolleys provided • Use our talking voices to communicate with our peers • We only eat the food we have brought with us or have been given.		
In and around the corridors and communal areas we…			In the classroom we…		
• Walk quietly, being considerate of other learners in their classrooms • Walk on the left-hand-side of the corridor where possible • Keep our voices to a low volume • Take care of the displays and resources that are there for everybody to use and enjoy • Hold doors open for others • Make sure doors are closed if not needed			• Tuck our chairs in wherever possible. • Treat our equipment and resources with pride and care • Use equipment and resources safely • Put your hand-up to ask an adult something, or to ask permission to leave the room • Listen and follow directions given to us • Keep our learning environment tidy and organised • Make sure our uniform displays the Green Ridge standard		
In trips and visits out of school we…					
• Follow the adult's direction and instructions • Keep ourselves safe by staying with our adults and group • Remember we are ambassadors for Green Ridge with our behaviour • Are polite and courteous to members of the public					

All staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. Staff will uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by this policy, so that pupils can see examples of good habits and are confident to ask for help when needed. Staff will also challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.

All staff are expected to communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils. All staff are asked to consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations.

Part 5: Promoting pro-social behaviour
Seven steps towards therapeutic behaviour leadership

Step 1 – Building resilience and developing self-regulation

At Green Ridge Primary Academy, we take a proactive whole school approach to promoting prosocial behaviour. We recognise that an important part of this approach involves building resilience and improving our children's ability to self-regulate. This is aligned with a 'Trauma Informed and Attachment Aware' approach and will benefit the whole school community while addressing the needs of pupils who have experienced trauma and attachment issues. Building resilience and improving self-regulation involves direct and indirect learning. Direct learning can only occur when pupils are functioning at baseline (not at times of crisis).

Direct learning opportunities:
- Social values such as kindness and empathy are valued and promoted through day-to-day interactions and the curriculum including lessons such as P.S.H.E., including the core values which are delivered through assemblies and collective worship as part of the personal development programme.
- Explicitly teaching emotional literacy to all pupils as part of the school curriculum (recognising the physical representation of emotions, labelling emotions) though the use of a whole class approach to 'Zones of Regulation' and through regular conversations about the emotions children are feeling. Children may create their own 'toolkit' to give them ideas on how they can help themselves if they are in a particular zone and need support with changing the emotion *(appendix 6).*
- Teaching some simple self-regulation strategies to all pupils so they can manage stress and conflict, building their resilience (grounding strategies, mindfulness etc) with the additional use of calming kits that are in every classroom.
- Creating opportunities to use and practise self-regulating activities for all pupils as part of the school day, to create a community of regulation.

Indirect learning:
- Children and young people are supported by staff who understand the importance of seeing all behaviour as communication.
- Children and young people are supported by staff who assume complexity and trauma may be present and therefore use their professional curiosity alongside positive language to **respond** rather than react.

As staff, we will not shout or communicate aggressively to any members of the school community, unless there is an imminent risk of danger. We will not make anyone in the school community feel undervalued or seek to belittle efforts or approaches. We will not be inconsistent in their behaviours and approaches to any members of the school community. We may, however, make reasonable adjustments in the spirit of equity over equality but we will be open and transparent about our reasons.

Step 2 – Rewards and positive reinforcement

The intrinsic reward offered by warm relationships, verbal praise and stimulating curriculum are the most effective form of reward for all children and young people. However, Green Ridge Primary Academy recognises that for many children a more tangible rewards system, which recognises all forms of social and academic achievement, and which regularly communicates this 'good news' is necessary.

As a whole school:
- Rewards and reinforcement are linked to achievement and improvements/progress in both academic and social and emotional functioning (including the small steps for some). We have a weekly celebration assembly where these achievements are shared within a phase and recognised in the weekly newsletter to parents/carers.
- Reinforcements are given as quickly as possible after the positive behaviour/academic success through house points or by the children being awarded 'Learning Muscle' dots linked to specific learning behaviours *(Appendix 1).*
- There are multiple opportunities during the day for a fresh start.
- Some classes may have their own reward and recognition systems such as marbles in a jar or 'work of the week' shared on working walls, as part of building collective understanding and reinforcement of achievements within a class.

As an individual staff member:
The most powerful reward a staff member can bestow on a child or young person is positive attention. Children and young people need feedback regularly to help them improve academically. They also need regular feedback to help them develop socially and emotionally. Praise and acknowledgment can be a very effective in this regard.

- Frequent 'positive noticing' is as a powerful and effective form of positive reinforcement *(Thank you for being so helpful today … I noticed how you asked for help today when you were unsure … I liked how politely you …).*
- Praise and acknowledgment are most effective when it is experienced as genuine and specific (and for children / young people who have experienced trauma, focus on an outcome or a concrete action rather than the individual).
- Praise and acknowledgement can be communicated through other means including displaying and celebrating achievements.
- There is acknowledgement that some children and young people respond positively to public praise, whereas others may need more private recognition.

Acknowledging good behaviour encourages repetition and communicates the school community's expectations and values to all pupils. Using positive recognition and rewards provides an opportunity for all staff to reinforce the school's culture and ethos. Positive reinforcements and rewards are applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture.

Other types of rewards and recognition can include:
- verbal praise
- sharing pupils' work with other staff or pupils to celebrate
- communicating praise to parents via phone call or written correspondence
- certificates
- prize ceremonies or special assemblies
- positions of responsibility, such as prefect status or being entrusted with a particular decision or project
- whole-class or year group rewards, such as a popular activity.

Certificates and recognition given during weekly phase assemblies on a Friday provide opportunities for regular achievement to be showcased, which is often linked to behaviour. This ensures that this type of recognition is frequent, predictable and motiving for pupils:

Type of certificate or award	Given for...
PAP star	Pupils who have shown excellent productivity, accuracy and presentation in their learning during the last week
Always	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.
Achievement	Our certificate of achievement is awarded to children who have demonstrated that they have applied their learning and put in great effort.
Progress	A certificate of progress is awarded to pupils who have shown a marked difference in their learning over the previous week or so and have made great progress in their learning and development.
Rights Respecters of the Week Awards	During our weekly class assemblies, we focus on the UN's Rights of the Child. Each week we celebrate one child who will be our Rights Respecter of the Week. This will recognise children who show and strong understanding of their rights or have shown examples of upholding their rights throughout the week.

Beyond the certificates and awards above, staff at Green Ridge are given the autonomy to decide the most appropriate and effective ways of giving rewards and recognition, based on the needs of the pupils in their classes and their likelihood to cause the same positive behaviour again in the future.

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.

Staff 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/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.

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.

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.

Step 3 – Establishing and maintaining relationships

"There is no more effective neurobiological intervention than a safe relationship, the relationship works to bring the brain back into regulation."
(Bruce Perry, PhD, MD, researcher & child psychiatrist)

At Green Ridge Primary Academy, we place a great emphasis on relationships and relational responses. Helping **all** pupils to realise the value of relationships, and importantly, how to keep them healthy and thriving, is a lifelong skill and one which will positively impact their mental health and well-being into adulthood.

Relationships are the most therapeutic and healing aspect of a 'Trauma Informed and Attachment Aware' approach. They will need to firstly be established and maintained.

To achieve this goal, we aim to:
- Understand that we as adults need to identify and manage our own triggers.
- Recognise that as adults our own values and beliefs will interact with cultural, ethical, and generational differences.
- Meet and greet our children at the classroom door so they feel 'seen.'
- Help children feel 'held in mind'
  (I thought about you the other day when …. I remember you like ….)
- Follow through with things we say we will do, especially the positive things.
- Role model acknowledging our own mistakes and negative emotions, showing how we learn from them in order to move forward.
- Maintain high levels of self-awareness as adults so that we can make deliberate use of positive body language and other non-verbal communication.

Step 4 – De-escalation of dysregulated/connection seeking behaviour
Providing high quality, adaptive teaching alongside practicing resilience, regulation and relationship building are all major factors in ensuring a positive learning environment for all; this will go a long way towards minimising dysregulated /connection seeking behaviour. However, the school recognise there will be times when children / young people do still struggle to regulate themselves and / or accept the boundaries which are clearly communicated to them.

When a member of school staff becomes aware of misbehaviour, they should respond predictably, promptly, and assertively in accordance with the school behaviour policy. The priority is always to ensure the safety of pupils and staff and to restore a calm environment. It is important that staff across a school respond in a consistent, fair, and proportionate manner so pupils know with certainty that misbehaviour will always be addressed.

It is at this stage that a consistent approach using a 'shared language' is most important. As a school, all members of staff have been trained in the Norfolk Steps approach to de-escalating

and analysing behaviour. When we can see that a child is showing undesirable behaviours, we will follow different steps of de-escalation:

Positive Phrasing e.g.
- Thank you for walking in the corridor
- Take some time in your quiet space
- Sit in your chair quietly, thank you

Disempowering the behaviour e.g.
- Come back into the room when you are ready
- If you need help regulating, I am happy to help you
- That's an interesting idea, thank you for sharing.

Closed choices e.g.
- You can do your work at the table or on the carpet
- You can do your work now or at lunch
- We can go outside or to the library

Connection before correction using P.A.C.E. scripts
P.A.C.E. is an evidence-based approach to communication with children and young people who have experienced trauma. However, as it based in neurological responses to human interaction, it is an effective approach for all pupils. It can be used very effectively alongside the Step On scripts. A de-escalation script is designed to remove tension from a situation and create some space and time for both the adults and children.

Playfulness:
- Using a playful tone of voice, warm gestures and humour can a long way to diffuse low level behavioural dysregulation or when children and young people are 'seeking connection'. *It's lovely to see you today. What's happening … I am sure we can work on this together.*
- Offering limited choices can also be a very effective light-hearted way to address low level dysregulation. *Ok so you are having a bit of trouble getting started. Let's see how we can get this show on the road: you can write this by hand or use the laptop).*

Acceptance:
- Accept their intentions and redirect (**Accept**: *When you make silly noises you are letting me know that you are finding things difficult right now.* **Redirect**: *I'm here to help. You talk, I'll listen and we'll resolve this together / Remember, in the classroom we work quietly so everyone can concentrate. Yesterday you worked quietly in Maths. That's who we need to see today. Just put up your hand if you want some help.*
- Be consistent, kind but firm.

Curiosity:
- Listen to and observe the child's communication, it may not be verbal, then reflect on what you have observed. *I can see that you are agitated / distracted / demotivated right now…I wonder if you are struggling with … I guess you might be worried about …*
- A child may not respond initially. Give take up time where possible and let them know you will '*return to see how they are doing*' in a few minutes.
- When you return keep the tone light but remind them of the expectations and use positive language as much as possible. *Ok it's been a few minutes. It's good to see you have picked up your pen / lifted your head off the table / settled down in your seat and are more ready to make a start. Let me remind you of what you needed to do.*

Empathy:

- Acknowledge and validate feelings then redirect. **Acknowledge**: *I hear/see that you are not happy about …* **Validate**: *I understand it's hard when …* **Redirect**: *Remember, in our **school** we are respectful to each other so **when** you … **then** we can look at …).*
- Be tolerant but not permissive – remember **high nurture** and **high structure** are key.

Step 5 – Supporting children in a crisis

Sometimes, despite our best efforts, children and young people can become dysregulated and as a result they will experience a crisis. At this stage, their fight or flight response will be engaged and therefore their 'thinking' brain / 'higher' brain will be offline.   The following are important steps when supporting children in crisis:

Additional support:

- Removing the audience can be very helpful, this includes other adults.
- A change of environment may be needed.   Support should be sought from other members of staff to accompany the child to a 'quiet/calm' area.   This is a space for children / young people to:
    - **Regulate** (time and space to calm down – soothe the brain stem using various strategies which may be outlined in pastoral support plans where relevant).
    - **Relate** (connect with the child – P.A.C.E. may be effective now without an audience and with time to regulate).
    - **Reason** (reflect and articulate – some learning is needed to move forward, and this can be achieved through P.A.C.E. initially to make the 'connection' and then the 'correction' or thinking about alternative behaviours can follow on).
    - **Repair** (problem solve together on how this temporary rupture in the relationship can be repaired – simple apology, restorative conversation, restorative action which may happen in their free time). Once this step is complete there is a fresh start.
- Additional support or a 'key adult' is most likely to be effective for children (particularly those who have trauma and attachment difficulties) if the adult involved in giving the support is one of up to five adults they have identified as 'trusted, safe adults'.

Step 6 – Restoring and repairing relationships

Green Ridge Primary Academy recognises that ruptures in relationships are a normal part of very day life. We aim to support all our children to restore and repair ruptures where they inevitably happen from time to time. Taking a restorative approach is the most effective way of restoring and repairing relationships.   Where specific consequences are needed in addition (this is not always necessary), they will be educational and/or protective. In order to facilitate a restorative culture of restoration and repair we aim to:

- Offer time and space for everyone (staff and pupils) to reflect and take responsibility, avoiding a blame approach – restorative meetings may need to wait until the next day in some circumstances.
- When the time is right, arrange for planned and appropriately chaired restorative meetings between peers and / or pupils and staff.
- Comic strip conversations may be held with the pupil(s) to allow them to reflect on the situation and establish different actions they could have taken. These will be facilitated by an adult to support them with the process. *(See Appendix 2 for an example of a comic strip conversations).*
- Reflection sheets may be filled in either independently or alongside an adult *(appendix 3).*
- Help pupils learn new coping strategies – this may involve a short-term intervention.

- Model how to repair relationships, including acknowledging and owning our own mistakes / misunderstandings / negative feelings as adults and apologising where appropriate.
- Start 'behaviour watch' for a period of two weeks (extended when necessary) enabling the children to take responsibility for their own improvements in behaviour.

Ensure any additional consequences are either purely *educational* or *protective and educational.*

Examples of both educational and protective consequences are listed below, although not exhaustive:

Educational	Protective and educational (these consequences are supported by interventions to teach alternative behaviours)
Reading social stories before identified trigger points	Increased staff ratio (e.g. at breaktimes) alongside reading a social story before breaktimes (time limited)
Role playing / rehearsing alternative behaviours regularly for a period of time	Limited access to social spaces / activities alongside role play / rehearsing of alternative behaviours in these spaces (time limited)
Assisting with repairs	Removal of privileges (related to the circumstances e.g. loss of some playtime due to dangerous behaviours on the playground, removal of using an iPad for not using it correctly in the classroom) followed by a restorative conversation.
Conflict resolution / mediation meetings	
Modelling with children how to work with peers/in a team either in lessons or on the playground	Time out in another classroom (due to classroom disruption and not following class charter) followed by a restorative conversation)
	A verbal reminder/reprimand of behaviour is not acceptable and supporting the pupil to understand and remind them of what the expectations are of behaviour.
	A pupil writing an account of their behaviour and feelings (their reflections) and then unpicking this with an adult to understand how the pupil was feeling and why they acted as they did.
	Loss of privileges – for instance, loss of prefect duties temporarily, with a conversation between staff and pupils about why this consequence has been given.
	School-based community service – for instance, helping to tidy a classroom if a mess has been made, after a conversation between staff and pupils about why this is an appropriate consequence
	Pupil being placed on 'behaviour watch' and monitoring, following a discussion with parents/carers and the pupil about the changes in behaviour that are required and why
	Pupil suspension, following a serious breach of the school's behaviour policy, with a planned re-integration meeting to take place to support the pupil moving forwards.

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'.

Step 7 – Analysing behaviour
Following a (or a series of) behaviour incident, it may be necessary for staff to analyse the behaviour further to try and discover whether there are any identifiable triggers or patterns. This will enable staff to support the children further and predict when may be a challenging time of the week for them. Ways of analysing behaviour could be (but not limited to):

- Behaviour trackers *(appendix 4)*
- Roots and Fruits *(appendix 5)*
- Analysis of behaviour incidents (weekly and termly)

Part 6: Unsociable, anti-social and unforeseeable behaviours

How do we define unsociable behaviour?
These are behaviours that we see in classrooms and around the school that can be easily managed. These include and are responded to as follows:

Unsociable behaviours	How do we respond to these? As a staff we will:	When and where do we record this behaviour?
- Calling out - Leaving seats/carpet spaces without permission - Name-calling - Not respecting personal space - Remaining off-task despite reminders - Running in the corridors - Talking in assembly - Ignoring instructions	Deal with these incidents consistently, restoratively and in a timely manner. We will ensure that consequences given are directly linked to the behaviours and conversations are conducted away from other children. 1. Verbal reminder (a discrete warning that their behaviour is unacceptable) 2. Turnaround time (redirecting the focus. 1:1 chat with teacher or TA to explain direct consequences of their choice). 3. Some children may require Take-up time. 4. Time to change (if behaviour persists, children stay in with the teacher and discuss their behaviour and/or complete their task. This time should be used with restorative approaches: Respond, Reflect, Repair, Restore.	- <u>Persistent</u> unsocial behaviour incidents are recorded on CPOMS (Appendix 7) - <u>Persistent</u> unsocial behaviour should result in a short, personalised behaviour plan *(see Behaviour Watch)* - Inform parents and record on CPOMS. - Seek support from colleagues.

	5. Children will have a fresh start once a restorative conversation has happened.	• Alert a senior leader if there are no improvements in behaviour

As staff, we will not give a consequence that is disproportionate to the severity of the original behaviour or overreact to situations based on our current frame of mind. We will not shout at or humiliate children. We will not devolve behaviour management or consequences to other members of staff unless "a change of face" is needed. As staff, we may: Involve senior leaders once they have exhausted all other options within the classroom.

How do we define anti-social behaviour?

These are usually behaviours that negatively impact on other people. Children displaying these behaviours are not exercising self-regulation and are not thinking about the impact on others. These behaviours may be difficult to manage or dangerous (there is evidence of serious harm to others).

Anti-social behaviours	How do we respond to these? As a staff we will:	When and where do we record this behaviour?
• Physical assaults on members of the school community • Verbal assaults on members of the school community • Dangerous/ threatening behaviour around the school (throwing chairs, climbing, intimidating others) • Intentional damage to equipment or property • Running away (from classroom and school) • Any actions that contravene safeguarding expectations (including sexualised behaviour) • Refusal / ignoring instructions • Bullying • Instances of racism or other discriminatory behaviour	1. Ensure that all members of the school community are safe. Remove children and those at risk. 2. Only use physical intervention if trained 3. Alert senior leaders immediately (can use a child to deliver a message with emergency red triangle– do not leave children unattended) 4. Take part in restorative approaches (Respond, Reflect, Repair, Restore) and apply consequences. 5. Debrief with member of SLT and record all information on CPOMS and Arbor (if suspension). Complete necessary paperwork, physical intervention record and create/amend behaviour support plan. 6. Notify parents and arrange a meeting if necessary.	• All antisocial behaviour incidents are recorded on CPOMS (Appendix 7) • Fixed-Term Suspensions and Permanent Suspensions recorded on Arbor by SLT • Incidents recorded on official forms, including physical intervention and bullying • Inform parents and record on CPOMS • Alert Local Authority where necessary • Alert safeguarding lead where necessary • Inform Trust where necessary • Notes from Reintegration meetings when a fixed-term suspension has been given

As staff, we will not put ourselves, or others, in danger. We will not escalate the situation by responding physically or verbally. We will not use formal physical intervention or restraint unless trained. Physical intervention or restraint is always a last resort. As staff, we may use physical intervention or restraint if someone is at imminent risk of harm.

How do we define unforeseeable behaviour?

This behaviour is anything that is beyond our own behaviour management capabilities. Situations where we would have to involve emergency services or specialist teams.

Unforeseeable behaviours	How do we respond to these? As a staff we will:	When and where do we record this behaviour?
• Absconding the school grounds • Criminal acts/crime • Pre-meditated violent acts on others, causing serious harm	• Due to the unforeseeable nature of these types of behaviours, it is not always possible to plan for a response before knowing what has happened or is likely to. However, we will: 1. Ensure that all members of the school community are safe. Remove children and those at risk. 2. Only use physical intervention if trained 3. Alert senior leaders immediately (can use a child to deliver a message with emergency red triangle– do not leave children unattended) 4. Use emergency services and or specialist teams for advice and support.	• All unforeseeable behaviour incidents are recorded on CPOMS (Appendix 7) • Fixed-Term Suspensions and Permanent Suspensions recorded on Arbor by SLT • Incidents recorded on official forms, including physical intervention and bullying • Inform parents and record on CPOMS • Alert Local Authority where necessary • Alert safeguarding lead where necessary • Inform Trust where necessary • Notes from Reintegration meetings when a fixed-term suspension has been given

Behaviour Watch

As mentioned above, where pupils continue to exhibit unsocial 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 have incidents which are recorded on CPOMS
- 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).

Part 7: Pupil support

At Green Ridge we adopt a range of initial intervention strategies to help pupils manage their behaviour and to reduce the likelihood of suspension and permanent suspension. This is achieved by helping pupils understand behavioural expectations and by providing support for pupils who struggle to meet those expectations. Some pupils will need more support than others

and this is provided as proactively as possible. It will often be necessary to deliver this support outside of the classroom, in small groups, or in one-to-one activities.

As a school, we have systems in place to ensure relevant members of leadership and pastoral staff are aware of any pupil struggling with their behaviour, whose behaviour is not improving following low-level consequences, or whose behaviour reflects a sudden change from previous patterns of behaviour.

The following staff have a direct role in support pupils with their behaviour both in and out of the classroom as required:

- Specialist Behaviour and SEN/D Practitioners (who are licensed THRIVE practitioners)
- Pastoral Lead (trained in ELSA, Protective Behaviours, Counselling, Bereavement)
- Attendance, Safeguarding and Family Liaison Officer (trained in Norfolk Steps)

Part 8: Pupil transition

Induction for new pupils into Green Ridge is key, so that they understand the behaviour systems, rules and routines. Pupils who join in-year are the responsibility of the Class Teacher and the Phase Leader to ensure that they understand the systems, rules, and routines, and provide support as necessary to ensure they have clarity about what is and is not acceptable, and the wider culture of the school. Additional support may be required, depending on the needs and prior experiences of the pupil.

For all pupils who start their school life at Green Ridge, the principles of the Behaviour policy and the systems, rules and routines are embedded and taught explicitly from the very first day. This ensures that pupils have clarity on is expected and understand the culture of the school that they are part of. Other, older pupils will also model this to the very youngest pupils when they start, along with all staff members.

Part 9: Child-on-child 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. All staff are aware that children can abuse other children (often referred to as child-on-child abuse) and that it can happen both inside and outside of school or online.

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 child-on-child 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.

Part 10: Banned items

The following is a list of items which are banned by the school and for which a search can be made of a pupil, if warranted:
- knives or weapons
- alcohol
- drugs
- stolen items
- tobacco/vapes
- fireworks
- pornographic images/materials
- articles that the school reasonably suspect have been or are likely to be used to commit an offence or cause harm.

In addition, pupils are not allowed to bring in other personal possessions from outside of school/home, unless prior permission has been given by staff to do so.

Part 11: Physical intervention

There are some situations where physical contact (safe touch) with a child may be used, for example:
- to comfort a student in distress
- to gently direct a person
- for activity reasons (for example in drama, physical games)
- to support a child with their physical care e.g. changing, toileting, (see Intimate Care Policy)
- to avert danger to the child, other persons or significant damage to property.

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'. Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils.

Restrictive physical interventions may ONLY be used when all other strategies have failed, and therefore only as a last resort. All staff should focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies. However, there are other situations when restrictive physical intervention may be necessary, for example in a situation of clear danger or extreme urgency. Certain pupils may become distressed, agitated, and out of control, and need calming with a brief Restrictive Physical Intervention that is un-resisted after a few seconds.
See Physical Intervention Policy for further information about the Norfolk Steps techniques which are our acceptable forms of physical intervention.

The safety and well-being of all staff and pupils are important considerations. Under certain conditions this duty must be an over-riding factor.'

Part 12: Suspensions and permanent exclusion

The use of a suspension or exclusion is warranted as part of creating calm, safe, and supportive environments where both pupils and staff can work in safety and are respected. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school.

At Green Ridge, suspensions (previously fixed term suspensions) and permanent exclusions, are a last resort, but sometimes necessary.

These decisions are not made lightly and are informed by Local Authority guidance, which supplements the statutory suspension guidance published by the Department for Education.

Part 13: Rights and responsibilities

Rights of Children:	Responsibilities 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	- 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:	**Responsibilities of Staff:**
- 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	- 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:	Parent/Carer Responsibilities:
• 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.	• 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

Part 14: 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/carer focus group feedback
- Statistical data of pupils or groups who are regularly given consequences or rewards
- Classroom observation

Part 15: References

This policy should be read in conjunction with the following school policies:
- Anti-bullying
- Physical Intervention
- Intimate Care
- Equalities Duty and Objectives
- Suspensions
- Complaints
- Special Educational Needs and/or Disability
- Online safety
- Information security
- Safeguarding and Child Protection

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

- *Behaviour in Schools: Advice for Headteachers and school staff* (DfE, September 2022);
- The *Human Rights Act* (October 2000);
- *Keeping Children Safe in Education (DfE, September 2023)*