



## **Greenfield & Pulloxhill Academy Behaviour Policy**

### **Rationale**

Greenfield & Pulloxhill Academy is committed to safeguarding children and to providing a safe, secure and healthy environment for all. We are a Values Education School and our values underpin everything that we do.

We recognise the importance of positive behaviour and its impact on teaching and learning and general wellbeing at school. Each child is treated equally regardless of race, gender, ability or personal circumstances. Adults act as role models demonstrating the Values that we teach. When discussing behaviour with children we relate it to these Values and encourage children to take responsibility for their actions. This is encouraged in the classroom, at playtimes and lunchtimes and during all school activities in and outside of the academy.

Behaviour that demonstrates our Values is recognised and rewarded with a Values leaf.

We listen to the children and encourage them to listen to others and respect the views of other children and adults even when they differ from their own. We encourage communication within the academy as it is vital to promoting positive behaviour.

We will always take action to deal with inappropriate behaviour. The action taken will reflect the seriousness and the frequency of the behaviour and of previous actions for inappropriate behaviour.

### **Guidelines**

- The school community lead by example, displaying the academy's Values and acting as role models.
- A school agreement is discussed with the children and shared with parents at the beginning of each school year and referred to throughout the year.
- Children are encouraged to become reflective and are taught to be responsible for their own actions through discussion and reflection, linked to the academy's Values, through various activities, e.g. Collective worship, circle time and PSHE lessons.
- We give children experiencing difficulties time to calm down and reflect on their behaviour choices.
- We suggest strategies for improving inappropriate behaviour.
- Inappropriate behaviour is recorded and monitored on CPOMS if appropriate.
- Examples of positive behaviour and values are highlighted and acknowledged as part of our Values approach in Collective Worship.
- Rewards are given for positive behaviour which includes praise, recognition in front of the class and use of the 'smiley' system.
- Parents/carers are informed when their children have been involved in an incident that has clearly caused distress to them, other children and adults.
- Parents/carers are informed when their children are involved in repeated unacceptable behaviour.
- Good behaviour will be recognised, praised and rewarded.

### **Sanctions**

Immediate action is taken each time children act in an unacceptable way. This will range from non-verbal communication to a more formal sanction depending on the situation. Staff use expertise to identify individual behaviour needs.

If there is a one off significant event Stages 1 and 2 may be bypassed.

#### **Stage 1**

1. Non-verbal communication
2. Name drop
3. Praising positive behaviour
4. Reflection on school agreement and Values
5. Using smileys for identifying rectified unacceptable behaviour

#### **Stage 2**

6. Relocation of children within the classroom to facilitate improved behaviour which can be praised
7. Time-out within the classroom
8. Missing a part of playtime for reflection on behaviour
9. Withdrawing children for a short period of time to a place where they can calm down and reflect.
10. If a child is at risk of hurting themselves or others it may be necessary to remove other children from the area. If the risk continues and the area is not deemed safe the child may be moved using appropriate and proportionate Team Teach approaches (see Positive Handling Policy).

If these sanctions are being used more than once a week, a well-being check should take place with parents/carers.

#### **Stage 3**

If this stage is reached then staff will need to check on CPOMS for any incidents relating to individual children. Parents will be invited in for discussions if this stage is reached.

11. Referring to Headteacher, Deputy Headteacher or Assistant Headteacher to explain behaviour
12. Referring to Learning Mentor with parents/carers permission
13. Implementation of individual behaviour plans

#### **Stage 4**

This stage can only be used by the Headteacher, Deputy Headteacher and Assistant Headteacher in collaboration with each other.

14. Internal lunchtime exclusion(s)
15. Internal exclusion(s)
16. Lunchtime exclusion(s) from the school premises
17. One day exclusion from the school premises, at this stage the child will not be able to participate in school trips (reviewed termly)

At any point during the above escalation or when point 16 is reached:

18. Two day, or more, exclusion from the school premises
19. Permanent exclusion from school

The academy reserves the right to jump to points, 16, 17 or 18 following a review of the nature and seriousness of any incident. Parents/carers may appeal against exclusion.

### **Monitoring and Review**

Behaviour management will remain under constant review throughout the academy on a class and individual basis.

This document is freely available to the entire school community.

### **History of document**

Issue No.	Author/Owner	Date Reviewed	Approved by Governing Body	Comments
1	Curriculum Committee	February 2013	February 2013	
2	Curriculum Committee	September 2014	October 2014	
3	Curriculum Committee	March 2017	March 2017	
4	Curriculum Committee	October 2017	October 2017	
5	Curriculum Committee	February 2018	March 2018	3 yearly – March 2021