Greenway Primary & Nursery School

PUPIL BEHAVIOUR POLICY

Date of Approval: 3 March 2016

Date of Next Scheduled Review: Summer term 2017

GREENWAY'S PUPIL BEHAVIOUR POLICY
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GREENWAY'S PUPIL BEHAVIOUR POLICY

APPLICATION

Status
Statutory

This policy was approved by the Governing Body and is subject to annual review. There are opportunities for staff and governors to review the policy at other times and to make amendments as and when the need arises.

Scope
This policy applies to all Greenway pupils whenever they are at school. This policy also applies to any pupil in school uniform even outside of school, and also where behaviour could reasonably reflect upon the school whether in uniform or not (i.e. on school trips or when representing Greenway at an event).

Relationship to Other Policies
This policy is linked to the school's Anti-Bullying Policy and to its Home School Agreements. There is also a relationship between this policy and the school's Child Protection Policy, Equality Policy, Marking Policy, SEND Policy, Teaching & Learning Policy and Staff Code of Conduct.

All pupils and parents are required to sign a Home School Agreement on entry to Greenway and periodically throughout their time at Greenway, as follows:
- ❖ At the start of Nursery (for Nursery and Reception);
- ❖ At the start of Year 1 (for Years 1-4);
- ❖ At the start of Year 5 (for Years 5 and 6).

The agreement remains in force until the pupil leaves the school or it is replaced by another signed Home School Agreement.

Equality Impact
The practices within this policy will ensure that the school fulfils its general duty to:

- Eliminate discrimination;
- Advance equality of opportunity – generally for all pupils and specifically between pupils who share relevant protected characteristics and those who don't;
- Foster good relations - generally for all pupils and specifically between pupils who share relevant protected characteristics and those who don't.

INTRODUCTION

Vision and Ethos
Staff, Governors, pupils and parents were all involved in exercises during 2014 to articulate Greenway's ethos and to identify a vision for the school as it moved towards becoming a Primary School. The agreed Vision and Ethos for Greenway continues to be reviewed, and amended as necessary by these groups and is shown at Annex A.

The existing motto 'Caring to Learn and Learning to Care' remains fundamental to Greenway. Working from that, the school applies the following Vision to its pupils as it strives to develop:

Confident, curious and successful individuals who are developing a life-long love of learning and who are all active and valued participants in a happy, caring and well-mannered community.

Working with our Vision and Ethos (see Annex A), governors, staff and pupils regularly review aspects of behaviour at Greenway in order to establish and maintain the values, rewards and consequences which most effectively underpin positive and outstanding behaviour at this school.

This policy flows from that work and from work done with the wider community. In particular, it has been helpful to work with other primary schools in our consortium and with Ashlyns (the local secondary school) to establish a consistent, progressive and seamless approach to behaviour management for all our pupils. This is especially the case for our older pupils as they prepare for secondary education.

The Governing Body's Statement on Behaviour
It is a requirement that the school's Governing Body must set out its views on behaviour and that the Head Teacher must have regard to those views when implementing this policy. The Governing Body states as follows:

"The Governing Body expects outstanding behaviour from all adults and pupils at Greenway. It expects all adults to model positive behaviours and for all pupils to seek to aspire to them on the basis that this delivers the most effective environment for quality teaching and learning.

Adults, including parents and other visitors to school, as well as pupils, are expected to be kind, considerate, inclusive and well-mannered in all their interactions.

Praise and recognition for success and effort are a priority. However, pupils are also supported in the choices they make, with a structured and consistently applied framework of sanctions for unacceptable behaviour.

Teaching staff are enabled to deliver a stimulating curriculum in which pupils can positively engage with their learning. Pupils are encouraged to focus and try hard in all they do, as well as to take pride in their own and others' achievements and in their school environment. They are expected to develop an understanding of personal responsibility, citizenship, and of right and wrong; honesty, integrity and a growing understanding of their personal contribution as part of wider society is supported and encouraged consistently throughout school.

Bullying of any type has no place at Greenway; staff, governors, parents and pupils must have confidence that bullying will always be taken seriously and that incidents will be dealt with promptly and firmly to reduce the risk of any repetition."

Purpose and Principles
The school is committed to providing a consistently safe, positive, stimulating, rewarding and happy environment in which *every* child has the opportunity to meet the Vision that Greenway has for its pupils. This is promoted by practice founded on the following principles:

- All adults at Greenway model and embed positive behaviours and a 'can-do' attitude;
- There is positive regard for all pupils from adults and children alike;

- Greenway provides a stimulating and engaging learning environment and high-quality teaching, promoting high expectations for all pupils in meeting the Golden Values (see p8);
- A whole school approach to behaviour management, supported by structured teaching of Social Emotional Aspects of Learning (SEAL, see p7) is adopted at this school;
- There is consistency in behaviour management which is the responsibility of *all* staff:
  - All staff (including supply staff) are enabled and expected to manage behaviour;
  - Acting only on the direction of the Head Teacher, staff may also share specific behaviour responsibilities with non-staff adult volunteers (for example with a parent who assists with an educational visit);
  - Intervention over repeat behaviour issues (including any regarding unexplained absences and non-completion of homework) involves the child if appropriate, staff, parents, and (where necessary) other agencies to help arrive at a prompt understanding of any underlying cause and to seek a rapid resolution.
- Clear boundaries are set for pupils and enforced with assertive, fair and calm consistency;
- Pupils are supported to understand their responsibility in needing to make good choices about behaviour:
  - Good behaviour choices result in positive consequences, rewards and recognition;
  - Poor behaviour choices result in negative consequences and sanctions;
  - The 'language of choice' approach underpins this principle where behaviour is poor, reinforcing the idea that there is always an alternative option and that it is the behaviour (as the result of a poor choice) that is unacceptable rather than the child. See Annex B (Useful Strategies for Promoting Positive Behaviour) for an example of how 'language of choice' might be used.

Aims – What does 'good' look like?

The Behaviour Policy has several aims. For Greenway, we believe that the policy is working well and that its aims are being met when:

- High standards of attainment and progress are achieved as a result of pupils' positive attitudes and behaviours towards learning;
- Pupils demonstrate that they understand and accept that choices have consequences;
- Teaching staff are enabled to teach to their capability and provide an outstanding learning environment as the result of positive pupil behaviour;
- Pupils are able to reach their potential as the result of a safe environment where emotional literacy (i.e. the ability to understand emotions, to listen and empathise with others' emotions, and to express emotion productively) is promoted;
- Staff and pupils demonstrate that they take responsibility for their behaviour and think about how it might affect others around them;
- All members of our school community understand and model Greenway's Golden Values (see p8);
- Every child has the opportunity to have positive behaviour recognised and rewarded.

ROLES, RIGHTS AND RESPONSIBILITIES

Every adult and every child at Greenway has rights and responsibilities.

Everyone's Rights
All members of our school community as well as visitors to Greenway have the *right* to:

- Feel secure and safe
- Feel happy and be treated with kindness and understanding
- Be treated fairly and consistently without discrimination and with equality of opportunity
- Be listened to (at an appropriate time)
- Be treated with respect and politeness

Each and every member of our school community also has their own specific *responsibilities* that ensure that the rights of everyone are maintained. These are as follows:

Pupils' Responsibilities
It is the responsibility of pupils to make good behaviour choices at all times with adults and with fellow pupils in school. Children are expected, with support, to do this by following our Golden Values (see p8):

- **Lock on to Learning** – work hard, focus, avoid distraction...
- **Engage** – be curious, have a go, find creative solutions...
- **Aim Higher** – plan ahead, reflect, review, rise to challenges...
- **Respect** – listen, value (people and property), include, collaborate, be honest...
- **Never give up** – take risks, be strong (inside and out), always aspire...

Teachers' and Support Staff's Responsibilities
It is the responsibility of every teacher and member of support staff to model positive behaviour and to otherwise establish high expectations of all pupils, in terms of the choices they make, their behaviour and relationships. Every teacher and member of support staff must consistently apply the systems of behaviour management that Greenway has. These are to:

- Establish individual classroom practices, such that they that can be adopted rapidly by any visitor or supply teacher (see Annex C 'Behaviour Checklist for Teachers');
- Provide a positive role model by actively demonstrating the Golden Values (see p8);
- Treat all children fairly, with respect and understanding, listening to them (when it is appropriate to do so) and promoting language of choice;
- Set high standards consistently from the outset, to help pupils establish regular punctual attendance and homework completion as well as good behaviour early in their school lives, involving parents/carers in the process (as necessary);
- Consistently apply the school's reward and recognition practices (see p11 and Annex D), actively seeking opportunities to 'catch children being good' to maximise pupils' self-esteem and raise confidence (also see Annex B);
- Consistently apply the school's agreed consequences and sanctions practices (see p12 and Annex E), which are delivered so that the child/ren is/are clear about where their individual behaviour fails to meet expectation;

- Seek support (where necessary) from the Inclusion Co-ordinator (INCo) and/or Senior Management Staff, in order to follow, or having followed, practices consistently;
- Liaise with the INCo and, if necessary with external agencies, to support and guide particularly difficult behaviour and emotional needs and/or pupil wellbeing;
- Be available to parents/carers at the start and/or end of the school day and/or by arrangement (adopting an 'open-door' attitude), to the greatest extent practically possible;
- Liaise and report information to parents/carers about their child's behaviour, emotional needs and/or wellbeing at school:
  o Generally reporting at intervals over the course of the school year; and
  o Specifically reporting, at the earliest reasonable opportunity, where repeated or particularly difficult issues arise, to manage prompt resolution.

Head Teacher's Responsibilities

It is the responsibility of the Head Teacher to lead behaviour management, generally by modelling the behaviour that she wishes to see in her staff, and also to:

- Ensure that this policy is available to and understood by staff, visitors (where appropriate), parents/carers and pupils, including on the website and on visible displays throughout school;
- Ensure the consistent implementation of this policy throughout the school;
- Ensure that staff receive appropriate training and support to manage behaviour;
- Ensure the application of statutory guidelines that relate to pupil discipline;
- Promote the health, safety and wellbeing of all staff and children at this school;
- Report the impact of this policy to the Governing Body (also see Governors' Responsibilities on p6);
- Retain records relating to all 'serious misdemeanours' (see Annex E) according to the procedure established in Appendix 1;
- Manage the process to issue fixed-term and/or permanent exclusions to individual children (only once all other procedures have been followed and in accordance with the law and statutory guidance, see p13).

Inclusion Coordinator's (INCo) Responsibilities

It is the responsibility of the INCo to guide and support the Head Teacher, teachers and support staff where a pupil's behaviour may impact on their learning or on that of their peers. These arrangements are established in full in the SEND Policy.

Other Staff's Responsibilities

It is the responsibility of all other staff to model good behaviour, to be aware of this policy and to support the Head Teacher, teachers and support staff in achieving their objectives.

Parents'/Carers' Responsibilities

As for all adults in school, we expect parents/carers to model good behaviour, treating other adults and children at school with respect and consideration at all times. In addition, we expect our parents/carers to:

- Support the pledges in the Home School Agreement, including by discussing these at home before signing them, so that children understand what they and their parents/carers are agreeing to, and to help children develop a clear sense of home/school partnership;

- Support the Behaviour Policy, by taking account of the approaches used in school so that children receive a consistent response. In particular, good behaviour and high self-esteem in pupils will be best achieved when parents/carers and school work together to:
  - Celebrate rewards – helping children feel comfortable to be proud of their effort and achievements;
  - Support sanctions – reinforcing that poor choices *will* result in negative consequences;
  - Promote the value of difference – by demonstrating their own ability to recognise and celebrate the different skills and attributes of all people around them;
  - Adopt the approaches used in school (like 'language of choice', 'catching children being good' and 'growth mindset') at home (where appropriate);
  - Constructively manage (with school and other agencies) any ongoing issues concerning behaviour and/or well-being.

- Offer information to staff about anything that may impact on a child's education or behaviour at any time (e.g. a parent working away from home, parents separating, a change of carer, loss of a pet, a death or illness in the family) so that staff are aware and so that joint workable support strategies can be developed;

- Actively support homework completion and punctual attendance at school to reinforce the positive messages about these behaviours and the value of them for improved educational outcomes.

Governors' Responsibilities
It is the responsibility of the Governing Body to:

- Publish and keep under review a Statement on Behaviour (see p2) for Greenway;
- Assist the school in achieving its policy objectives, most specifically where individual governors:
  - Provide a positive role model for behaviours in the school's Golden Values;
  - Celebrate pupils' and the school's successes; and
  - Support sanctions as requested.

- Ensure that the school has appropriate arrangements for dealing with Exclusions in accordance with the law and relevant guidance, including establishing a Pupil Discipline Committee (PDC) with a minimum of three members who have received the required training to fulfil their statutory role in relation to exclusions (see p13);

- Ensure appropriate procedures for dealing with bullying and complaints about bullying (see separate Anti-Bullying Policy)

- Evaluate the impact of this Behaviour Policy by:
  - Establishing a Link Governor(s) to monitor the policy and be responsible for an annual review of effectiveness.
  - Receiving information (as part of the Head Teacher's routine report to the Governing Body) on behaviour in school, including:

- The number of serious misdemeanours recorded (as defined in Annex E) (and the number of children involved in each) including information about the *focus* for all discrimination and bullying incident(s);
- The number and duration (including cumulative duration if the same child has been excluded already in a term) of any exclusions;
- Attendance.

WHOLE SCHOOL BEHAVIOUR APPROACH

Curriculum and Learning
We believe that an appropriately structured curriculum and effective learning, plays a significant part in ensuring appropriate behaviour. By supporting teaching staff to plan for the needs of individual children, through children's active involvement in their own learning, with structured marking and feedback, with the promotion of 'growth mindset', and with work that pupils enjoy in an environment that they find stimulating, we aim to avoid the alienation and disaffection which can lie at the root of poor behaviour.

Adults model positive and respectful behaviour towards children and each other. All children are treated sensitively; staff use 'language of choice' and responses to inappropriate behaviour aim never to damage self-esteem, focusing on the behaviour rather than the individual child. We acknowledge the need to teach behaviour, as we teach other areas of the curriculum, including through the modelling of, and praise for, good practice. We not only model ways of resolving conflict, but also important concepts such as trust, honesty, respect, compromise and valuing individual diversity. We actively listen to each other and respond sensitively and constructively.

Social & Emotional Aspects of Learning (SEAL)
SEAL was introduced as a Primary National Strategy to support the provision of personal, social, health and economic education (PSHE) within the curriculum. Although it is not a statutory requirement, Greenway finds that SEAL provides an effective framework for supporting the teaching of social and emotional skills within discrete lessons, across subjects, in assemblies and elsewhere outside of the classroom. It therefore remains a framework to which Greenway adheres.

SEAL places its emphasis on improving behaviour to improve learning, and adopts a core theme for each school half-term as follows:

1. New beginnings
2. Getting on and falling out & Say 'no' to bullying
3. Going for Goals
4. Good to be me!
5. Relationships
6. Change

At the beginning of each half-term a new theme is introduced and is explored with all pupils in weekly assemblies. Lessons in class are planned around the theme so that teaching and learning is age appropriate. Teachers will also take the opportunity to reflect on current and past theme learning as issues arise and to encourage pupils to reflect on what they know to help resolve new issues and conflicts. Outcomes of these discussions often facilitate further assemblies or prompt a

focus on a core skill related to behaviour or emotional wellbeing. This ensures that there is an ongoing review of social and emotional aspects of learning for all pupils; that learning is always developing and so retains its relevance across the whole school from Nursery upwards. The SEAL programme is accompanied by a 'family activities' pack for each theme which may be forwarded to parents/carers from time to time.

Golden Values

The Golden Values underpin our expectations for behaviour. They were developed by pupils, staff and governors, and create the acronym LEARN (see below); this is what our pupils say they come to school to do.

Based on the idea that children learn best in an environment in which they can develop Resilience (in persevering, learning by having a go, and staying focussed), Resourcefulness (in making the most of what's available to them and of opportunities that arise), Reflectiveness (in planning and thinking about themselves and their learning) and Reciprocity (in collaborating, listening and learning from others) the children established the core values that form the 'LEARN' acronym. These were the values by which pupils said that a 'perfect learning day' could best be achieved.

While children from across the school were involved in this work, the older children particularly welcomed flexibility to change words and phrases, recognising that the language used to describe each value will develop as they progress with age. So, while the values remain unchanged, the descriptive words/phrases for them may not. The ones shown below are therefore not exhaustive; teachers will establish descriptions that work best for their class, using the Golden Values as a template.

Golden Values

Lock on to learning – work hard, focus, avoid distractions...
Engage – be curious, have a go, find creative solutions...
Aim higher – plan ahead, reflect, review, rise to challenges...
Respect – listen, value, include, collaborate, be honest...
Never give up – take risks, be strong, always aspire...

Our 5 values are embedded in all we do and are celebrated throughout school

Greenway Primary & Nursery School

Classroom Management and Class Rules

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teaching staff and children, strategies for encouraging good behaviour, the layout of the room, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms are therefore organised to develop independence and personal initiative, to aid accessibility and to reduce uncertainty and disruption. Displays are used to help develop self-esteem by demonstrating the value of every individual's contribution. Teaching staff manage their classrooms carefully so that poor behaviour can be anticipated and planned for; differentiation can make learning accessible for all; and overall the classroom offers a welcoming and affirming environment in which positive learning behaviour is the clear aim (see Annex C).

As with all rules that are established at Greenway, Class Charters are produced in consultation with pupils. At the start of the Autumn term children are engaged in developing their own class' set of rules. These will draw on the Golden Values and identify very specifically (particularly depending upon age) how the children will achieve good behaviour in their own classroom (e.g. 'I will listen to my teachers and classmates', 'I will work on my own and with others', 'I will give new things a go'). A Class Charter is on display in each classroom and teachers and support staff refer to them regularly.

4 R's of Restorative Justice

Peaceful problem solving, with a focus on restoring relationships is supported across the whole school. Different approaches and levels of adult support are taken according to age and stage of development, but all include the '4R's of restorative justice'. These are: to *Respect* everyone involved; to take *Responsibility* for what happened and how it has made others feel; to be part of the process of coming up with solutions that will allow relationships to *Repair*; and to ensure and allow full *Reintegration* for all concerned back into the friendship group and/or wider school community.

Playground and Lunchtime Management and Rules

High expectations of behaviour exist in the playground and at lunchtime just as they do elsewhere in school. Playtime is an influential and important part of any child's school day. During playtime pupils are free to form friendships, to structure their own play and to demonstrate self-discipline and respect towards one another.

In reality, at times, these breaks from the structure of lessons can prove highly stressful to pupils and staff and there may be difficulties with relationships. These stresses are discussed and addressed (in circle time and assemblies) to try to reduce adverse effects on relationships, behaviour and learning back in the classroom.

Greenway has a number of strategies, designed specifically to increase harmonious play, to maximise the opportunity for playtime to contribute to social and emotional development, and to minimise stress. These include:

- Separate playgrounds and zoned areas for different aged pupils/different activities
- Mid-day Supervisors (MDS) all of whom also have responsibility for supporting pupils in class
- Sports Leaders – where older pupils support younger ones to play
- Quiet spaces from the gazebos to the 'nurture room'.
- Mentoring and individual supervision – support for particularly vulnerable pupils
- Buddying and Buddy Benches
- Sport and play equipment – with organised and semi-organised play

Staff and pupils are routinely consulted, and members of staff are routinely trained on management practices to ensure that pupils are safe, that the Golden Values continue to be practised and that school's procedures to promote positive behaviour are consistently applied including in the playground. Strategies are monitored on a comprehensive basis with information about all incidents of unacceptable behaviour in the playground recorded and then collated and reviewed at least once a term, to help identify trends and to inform pupil teaching and/or staff training.

School rules for playtime and lunchtime are regularly discussed with children and are on display around school.

Promoting Self-Esteem and a Growth Mindset
Adults in school are very aware of the impact that self-esteem and adopting a growth mindset have on behaviour and on learning. A priority for Greenway's staff is to ensure that *all* children believe that they are capable of making progress and feel good about themselves and their achievements. Staff make regular and consistent use of the Greenway rewards systems (see p12 and Annex D). They also spend time demonstrating the positive value of challenging oneself (even, indeed particularly, if this ends in failure) and in trying to 'catch children being good' (see Annex B).

Most children at Greenway would describe themselves as 'happy and confident learners' (i.e. they like what they learn and feel that they are good at it). However, some will inevitably struggle more than others. Self-esteem is closely monitored for all children at Greenway so that where the usual approach is not as effective as it might be, or where a child's self-esteem dips for some reason, the teacher is rapidly able to work with the child, and sometimes also with others including parents/carers, other school staff and sometimes with outside agencies, to help.

Other Links with Home
We believe in working to build a partnership with parents/carers so that they are able to support the school in promoting good behaviour and attendance. We feel it is important that parents/carers know the measures taken to promote good behaviour in school and are able to engage with their children's education by having two-way communication with the school. As well as day-to-day two-way communication that is available at the classroom door, this is achieved through:

- The procedures as laid out in this policy and in the Anti-Bullying Policy
- Our Home School Agreements
- Newsletters and through awards which are sent home
- 'Welcome to the Class' presentations at the start of each school year
- Feedback via Parent Forum

- Sharing strategies used in school for promoting positive behaviour (See Annex B)
- Supporting parents to engage with their child/ren's education through sharing assemblies, curriculum workshops and other opportunities like 'Child Shows Parent'.

Celebration Assemblies

At least once every week, usually on a Friday, Greenway holds a celebration assembly. On that occasion, key achievements are recognised and rewarded. These include the public awarding of Head Teacher, Deputy Head, Literacy, Maths and Science certificates (see Annex D) as well as Star of the Week, House Team winners, Star Chart awards, Top Class (for lunch priority), Top Table awards, Music awards and so on. Key achievements from outside of school and recognition of all birthdays that week are also celebrated.

Parents/carers and pupils are encouraged to support this by informing school of anything particularly special where their child has particularly applied themselves, worked hard and achieved something that should be shared with other pupils (e.g. shortlisted in a local poetry competition, winner of a dance club medal, or player of the month/year award in a sports club). Greenway is keen that all such effort and achievement is properly acknowledged. This allows those being recognised and rewarded to learn to have pride in themselves and helps to inspire others, including by encouraging them to have a go at new activities.

House System

Greenway believes that its house system is effective in helping pupils to take on personal responsibility (to perform and behave) as part of a team and that it helps to promote 'pupil voice', leadership and co-operation across all of the school years. It also provides a way in which all pupils, including those who are less comfortable with individual exposure, can be justly proud of achievement.

All pupils are allocated to one of four houses on entry to the school. Wherever possible, siblings are allocated to the same house. The houses are named after Greek Gods as follows: Apollo (Yellow); Aphrodite (Red); Poseidon (Blue); and Zeus (Green). Each house has a House Captain, selected annually from the oldest year group, with selection made by the Head Teacher based on nominations from class teachers.

House points are awarded (see Annex D) for all manner of attainment, effort, behaviours and good manners, and contribute towards the House totals. House point totals are announced each week in celebration assembly when the House Cup displays the coloured ribbons for the winning house. The house system is also used on Sports Day, with children again competing to earn points for their house and to help find the overall winner of the House Cup for the end of year.

Head Pupils

A head boy, head girl and deputies are appointed from our Year 6 cohort at the beginning of the year. These children are chosen using a range of evidence including: staff nominations; the children's attitude to learning; their interpersonal skills; their presentation skills; their ability to be effective role models and the way they demonstrate the Greenway values.

School Council

Greenway has a School Council of pupils, one from each class from Year 2 upwards, which is actively involved in many aspects of the development of school life and school decision-making. This provides an opportunity for all pupils to take responsibility for selecting their own class candidate and for council members to take responsibility for understanding and promoting the views of their classmates. School Council is supported by staff members (usually the Head Teacher or Deputy Head) and will meet regularly at lunchtimes (at least once a month) as well as on an ad hoc basis as and when the need arises.

School Council members are voted for by all pupils in the class in the Autumn term, following a self-nomination process. Forms for School Council nominations are sent home with all children early in the new school year so that parents/carers can also support this process if they think their child would like to be considered. Membership lasts for the full school year and each class, supported by parents, is active in fundraising, through monthly cake sales, so that School Council has its own budget for initiatives that are prioritised and supported by them.

Sports Council

In addition to School Council, Greenway has a Sports Council, made up of pupils from Year 4-6 selected by the teaching staff, to support the PE Subject Leader. Sports Council meets regularly to review the pupil 'Sports Leader' initiative, to present ideas about how to keep improving skills development and sports participation for all and to represent pupil voice in terms of sports equipment, kit, inter-school competition and other PE/Sport related issues. As for School Council, funding is available to support Sports Council initiatives.

Recognition and Reward – 'Steps to Success'

Critical in supporting positive behaviour at Greenway is the consistent, frequent use of a framework of positive consequences, which offers children recognition and reward. This is structured to recognise every way in which children might behave well and to reward that behaviour, covering all aspects of the Golden Values from good attainment through focus to extra attention or effort, to kindness, fair play, polite manners, and so on.

Parents and pupils have been involved in identifying which rewards have the greatest impact on positive behaviour; pupils acknowledge that recognition makes them want to try harder and gives them a sense of pride in their own and others' achievements and overall in that of their school.

The rewards included in Greenway's 'Steps to Success' are shown at Annex D. These are displayed in every classroom. Some, of the many, behaviours for which children are rewarded at Greenway are also set out ('Catching Children Being Good') in Annex B.

In addition, each class from Reception upwards, develops a way of displaying the names of those individuals whose behaviour goes beyond 'appropriate to learn' each day. This is, in effect, an extension of the 'Ladder of Consequences' and has been developed (individual to each class) so that recognition of particularly positive behaviour is just as *visible* as for inappropriate behaviour.

Sanctions for unacceptable behaviour – 'Ladder of Consequences'

Just as Greenway believes that recognition and reward are key drivers for good behaviour, the school believes that unacceptable behaviour should result in negative consequences (i.e. sanctions). From working with pupils to develop the Ladder of Consequences (see example at Annex E), we know that pupils also think that this is appropriate and that they appreciate how 'fairly treated' and 'safe' they feel when they know what the sanctions are, for what they will be issued, and that they will be applied consistently to establish clear boundaries.

Annex E shows a Ladder of Consequences, like the ones displayed in each classroom. All children begin every day 'ready to learn' and will only progress down the ladder if they display unacceptable behaviour. Other than for serious misdemeanours (see below and Annex E) a child who displays unacceptable behaviour will progress down the ladder one step at a time, starting with a verbal warning. In the case of serious misdemeanours the behaviour will almost always result in the child being sent immediately to see a member of the Senior Leadership Team, (SLT) without lesser sanctions being imposed first.

As well as issuing a sanction, in some instances it will be necessary for pupils to work with one another and their teachers to think about the impact of their behaviour and/or to restore a relationship (see Annex B).

Where a child is vulnerable or has a diagnosed condition which limits their understanding of the formal consequences of behaviour, an individual Ladder of Consequences, supported by the INCo, will be developed for them.

'Level letters' will be sent home formally notifying parents/carers in the event of a serious misdemeanour or repeated failure to change inappropriate behaviour which has led to the child being moved to the bottom of the Ladder of Consequences and sent to see a member of the SLT. The letter (which will be sent even where parents/carers have already been informed in person) will provide information about the nature of the misdemeanour and will seek support for any sanction and/or behaviour management issued by school. Each level letter will carry 1 point. If 5 points are accrued in one term, this will lead to an automatic one-day exclusion for the child.

Serious misdemeanours (as identified in Annex E) will always result in more significant sanctions involving the Head Teacher or a member of the SLT who will discuss the situation with the pupil(s) involved and with their parents/carers.

Bullying is a 'serious misdemeanour' which has the capacity to create lasting damage to all concerned. We take the issue of bullying very seriously, working with our school community so that they know:

- What the school means by bullying
- Why bullying is totally unacceptable
- How we address bullying
- What support is available to help identify bullying, to support victims of bullying and also to work with those who bully

We have a separate detailed Anti-Bullying Policy which is monitored by the Governing Body, reviewed regularly by school and which is available on the website or from the school office on request.

Exclusions (both fixed term and permanent exclusions) are not desirable in any school; they will almost always follow the break-down of considerable measures that have been put in place to support improved behaviour, and in all instances will only be considered for serious disciplinary misdemeanours where lesser sanctions would not be appropriate. A permanent exclusion would only ever be considered if this standard was met *AND* if allowing the child to remain in school would seriously harm the education or welfare of that child or others in the school.

The final decision to exclude a pupil can only be made by the Head Teacher, following statutory guidelines. Before making such a decision, the Head Teacher will always ensure that there had been a thorough investigation in which the child and others concerned had been able to give their version of events and written statements/a record of actions have been kept. The current guidelines to which the Head Teacher must have regard are:

➢ The statutory guidance issued by Department for Education – '***Exclusion from maintained schools, Academies and pupil referral units in England - A guide for those with legal responsibilities in relation to exclusion***' (effective from September 2012, last updated 10 February 2015*)

and

➢ Hertfordshire County Council's current guidance – '***Exclusions Guidance Supplement***' (dated January 2016*)

*These sets of guidance documents are revised and updated from time to time, so care must always to be taken to ensure that the current ones are being used.

Parents/carers of an excluded pupil may also find the above sets of guidance of use. In any event, they will always be informed of the Head Teacher's decision without delay (i.e. usually by telephone at the time and always confirmed in a letter within 24 hours). The letter to parents/carers is a formal legal document that will also provide the following information:

- The reasons for the exclusion; and
- The duration of the fixed term exclusion, *or* the fact that the exclusion is permanent and the date from which it applies/d; and
- Parents' right to make representations about the exclusion to a named member of the Governing Body's Pupil Disciplinary Committee (PDC) and how the pupil may be involved in this;
- How any representations should be made; and
- In circumstances where there is a legal requirement for the PDC to consider the exclusion, that parents have a right to attend the meeting, to be represented at the meeting (at their own expense) and to bring a friend.

Either in that letter, or separately, parents must also be notified (again without delay) about:

- The legal requirement for parents to ensure that an excluded child is not present in a public place during school hours without reasonable justification; and
- Sources of relevant free and impartial information (see Hertfordshire's guidance); and
- Details of any alternative provision for full time education (if this is being arranged).

Note that from the 6th day of any exclusion it is a statutory requirement that full-time education is provided for the child. However, before then, every effort will always be made for disruption to the child's education to be kept to a minimum. Therefore, where appropriate, parents will also be notified about arrangements for setting and marking work done at home or elsewhere during the period of exclusion.

Physical Intervention

All staff who have legal control of pupils at Greenway receive Hertfordshire County Council's 'Step On' training in the use of physical intervention in school. This training is updated regularly and covers all aspects of behaviour management from positive physical interactions to the use of reasonable force to de-escalate situations and to safeguard children and adults in line with the Department of Education's current guidance.

There are many occasions when staff will have cause to have physical contact with children in school for a variety of reasons, for example:
- To comfort a child in distress (appropriate to their age and the stage of their development)
- To direct a child
- As part of an activity (e.g. in Drama or PE)

Staff members at Greenway do not hit, push or slap children. In line with current legislation, staff will only ever use restrictive physical intervention as a final resort and where it is necessary to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

The following are examples (but this is not an exclusive list) of the sort of instances where restrictive physical intervention might be used:
- To remove a disruptive child from the classroom where they have refused to follow an instruction to do so;
- To prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- To prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others; and
- To prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.

The Head Teacher (and staff authorised by her) can also use such restrictive physical intervention as is reasonable when searching a pupil for prohibited items such as weapons or electronic equipment.

Restrictive physical intervention can (and will) be used by staff at any time in an emergency. However, where it is likely to need to be repeated or where staff can predict that it may be required in the future, school will develop a plan for dealing with possible incidents. Wherever possible, parents/carers will be involved in developing and agreeing that plan.

ANNEX A

GREENWAY'S VISION AND ETHOS

Greenway's vision is to develop:

Confident, curious and successful individuals who are developing a life-long love of learning and who are all active and valued participants in a happy, caring and well-mannered community.

At Greenway the children are at the centre of everything we do. Our motto is 'Caring to Learn and Learning to Care'. Children come to our school to learn; to be happy; to make their contribution; and to enjoy success.

Our team of staff is dedicated to making a positive difference to every child by stretching their knowledge, skills and attitudes within a supported, inclusive and safe environment. We encourage our children to be confident about learning and to achieve success.

We believe that every child has talents, skills and abilities to discover. We explore, develop and celebrate these, understanding that they are key to establishing quality learning relationships. We show kindness and consideration to one another, respecting the value that each person brings. We promote an understanding of differences and respect well-mannered and honest behaviour.

The Greenway School community shares a vision that every child deserves to be successful. We challenge children to become inquisitive; to manage risks and to be resilient. Through a rich and varied theme-based curriculum we stimulate and inspire children to have high expectations for themselves. We want Greenway pupils to develop a life-long love of learning.

Supported by our families and the wider community, and as part of a constructive and collaborative network of schools in Berkhamsted, Greenway pupils understand the value of the contribution that they and others can make; they are supported to develop positive self-esteem and a strong sense of citizenship.

ANNEX B

USEFUL STRATEGIES FOR PROMOTING POSITIVE BEHAVIOUR

Introduction
School staff take-part in regular training on behaviour management. Information is given here about some of the key strategies that they are trained to use to support and encourage positive behaviour.

This annex supports our Behaviour Policy and promotes consistency of application. It is also shared with parents/carers because many of you told us that you would find it helpful to have practical information about how behaviour issues are approached at school. We also know that strategies used at school will always be most effective when pupils understand that they are supported (and particularly where they are also adopted) by parents/carers at home.

Modelling Desired Behaviour
Children learn from the behaviours they see and experience around them, making it very important for adults to always demonstrate themselves the behaviours that they expect from children. In school, this is particularly important in terms of behaviours like respect, concern, compromise, fairness, apologising and accepting apologies, acknowledging mistakes, resolving difficulties fairly and amicably, and so on.

Dealing with difficult behaviour can trigger feelings of anger, irritation, disappointment or even despair. Staff avoid communicating these feelings to the child/ren and at school will work hard to keep responses low key and matter of fact. This encourages a calm and logical, rather than heated and emotional, response.

Public Praise/Private Criticism
Public acknowledgement of good behaviour can be very powerful in a positive way. Similarly, public criticism of unacceptable behaviour, or correction in public, can often be very damaging. Usually, criticism or correction should be as private as possible; lowering a child's self-esteem (making them feel inadequate or at all foolish) is likely to increase misbehaviour, if not now, then later.

In the classroom, adults will always seek to come close to a pupil to speak to them quietly, avoiding telling them off loudly in front of other children or across the classroom. In this way the behaviour is still dealt with firmly, but the child is given privacy and time to reflect on choices they made and to think for themselves about what they might do differently moving forward.

Being consistent and clear
Children need for their world to be as reliable as possible. When adults act consistently and reliably, they make children feel safer and therefore less anxious. This in turn will make it less likely that events will trigger unacceptable behaviour.

Guidance to teachers on behaviour management for their pupils will often include a reminder to them that they are the grown-up! As adults, it is *always* their responsibility to take the lead, being assertive (but never aggressive) about the behaviour they expect to see.

Adopting a Growth Mindset
An individual's 'mindset' is now recognised as key to achievement and success in all walks of life, including in education. The idea that we have either a fixed or growth mindset has developed out of decades of research by psychologist Professor Carol Dweck and helps to explain what is required for improved resilience, behaviour and achievement.

In a *fixed mindset,* individuals believe that their basic qualities, like their intelligence or talents, are 'set in stone' or fixed, and that these alone will deliver success (or failure). As a result they are more likely to use their energy reinforcing these beliefs than in developing themselves; this works both for individuals who think they are 'naturally useless' at things as well as for those who think (or have been repeatedly told) that they are 'naturally talented, smart or clever'. These people will tend to be defensive and take honest feedback as criticism. They are also likely to see effort as a waste of time, to give up easily, to find excuses or even to lie about poor performances, and to choose easy tasks that they can do well over challenging ones (for fear of exposing what they can't do). As a result, they will achieve much less than they could if they had a growth mindset.

In a *growth mindset*, individuals believe (as scientific evidence of brain development shows) that their most basic abilities can always be developed through practice, dedication and hard work. Their intelligence and/or talents (or perceived lack of) are just the starting point. These individuals will be much more likely to seek out learning opportunities and to develop a love of learning. They will respond well to honest feedback; see effort as a way to achieve their goals; will be inspired by their own success and the success of others; and will not be shy of persevering or trying new challenges for fear of failure. These individuals will have more healthy self-esteem, improved resilience and much greater levels of achievement than if they had a fixed mindset.

There is a lot of material for teachers, parents and children to help understand and support growth mindset. Details for just a small number of key resources (including books and YouTube videos) are given below, together with a few phrases demonstrating Fixed and Growth Mindset.

FIXED MINDSET	GROWTH MINDSET
I'm no good at this	*I'm no good at this __YET__*
I am [You are] so clever	*I am [You are] on the right track*
I want to give up	*I'm going to try another strategy*
I just can't do [maths, writing, …]	*I'm going to train my brain to get better at […]*
I made a mistake	*That mistake will help me do it better next time*
They are so smart. I'll never be like them	*I'm going to work out how they do it and try that for myself*
I tried and my plan didn't work	*I'll have to try another way – it's a good job there are 24 more letters in the alphabet when 'Plan A' fails*
It'll do, it's good enough	*Is it really my best work?*

Growth Mindset Resources:
The Science of Learning
'Your Fantastic Elastic Brain' by JoAnn Deak
'How we Learn' with Robert Winston (search YouTube or cut and paste this 3min video link - https://www.youtube.com/watch?v=t4np5wLAhWw)
Mindset Theory and in Practice
'Mindset: How You can Fulfil your Potential' by Carol Dweck
'Bounce: The Myth of Talent and the Power of Practice' by Matthew Syed
'The Power of Belief – Mindset and Success' with Eduardo Briceno, TEDx Talk (search YouTube or cut and paste this 10min video link - https://www.youtube.com/watch?v=pN34FNbOKXc)

Catching children being good
Unacceptable behaviour is easy to spot. It is disruptive and often noisy and stands out in a crowd, making it obvious and giving adults a prompt to respond. Good behaviour is what we expect and is practiced by the majority of children most of the time, making it much less obvious and also less

likely to receive attention. However, as reward and recognition strategies demonstrate, positive praise is an incredibly powerful motivator for children to behave well.

To provide a prompt for adults, to help them respond to children's good behaviour, what follows is a (non-exhaustive) list of things 'to catch them being good' at:

- Being polite
- Saying 'please' and 'thank you'
- Holding a door open for someone else or letting them pass first
- Taking turns and waiting for others
- Moving quickly, quietly and without fuss (e.g. into the class or to the dining table)
- Making eye contact quickly and quietly when asked to listen
- Paying attention
- Sitting still when required (e.g. in assembly or at a performance)
- Responding when asked (e.g. to start class work, homework, or to eat tea)
- Treating books, equipment, belongings carefully
- Following instructions at the first time of asking
- Keeping books, work, possessions, their room, etc tidy
- Keeping themselves and their physical appearance clean, smart and/or tidy
- Tidying and clearing up
- Moving from one task to another without reminders
- Working very hard at something
- Taking a lot of care or giving something a lot of thought (e.g. work or a present)
- Contributing in discussions (willing to answer questions or talk about a subject)
- Asking for help when they need it
- Keeping calm in a difficult situation
- Being a good friend
- Working well with classmates or siblings
- Listening and acknowledging someone else's point of view
- Finding things to occupy themselves (especially once one task is done)
- Speaking up on behalf of another person (perhaps if they are being bullied)
- Sharing concerns with an adult
- Being prepared to try something new or difficult
- Performing in front of others or speaking up in front of a large group
- Asking to borrow something without just taking
- Sharing (equipment, books, toys as well as games)
- Encouraging others to join in or befriending in other ways
- Doing classroom jobs or household chores willingly and well
- Offering to help without being asked

At school, adults use a range of rewards to promote positive behaviour choices (see Annex D). In addition to these, they might also use less formal reward and recognition, including: a smile; a sticker; comments to parents/carers; a new role or responsibility; and/or verbal praise, e.g. "thank you!"

Praise alone doesn't point out explicitly the things children have done well. By adding a description, it is easier for them (and others) to see how further positive feedback can be obtained in other situations. For example, a teacher that says "This group has sorted out for themselves who is doing which tasks and are sharing resources and recording all the results well. That's really effective working, well done!" is delivering a more effective message than one who simply says "Well done!"

De-escalation tactics and phrases

Sometimes when children display unacceptable behaviour, they will initially be so upset or emotionally distressed, that action needs to be taken to calm the situation before you can begin to address the behaviour itself. Here are some tactics and phrases that experts in behaviour management suggest will help (and that teachers at Greenway use), when that happens:

- **Use the child's name** when you begin to speak to them - it addresses them and shows them that they have your full attention and that you mean to sort the situation out for and with them.

- **"*I can see something is wrong*"** – a phrase like this acknowledges their feelings and helps to reduce the emotion so that you can move on to a more logical conversation.

- **"*I am here to help you*"** – a phrase like this offers the child a safe and constructive environment where they know that the point is to resolve the problem that led to the behaviour and not just to punish them for it (though note that while this is important and is most likely to address the issue effectively, it may still be necessary for the adult to issue a sanction so that the child is clear that regardless of the reason for the behaviour, the behaviour itself was not acceptable).

- **Talk and I will listen** - this tactic provides children with a calm option to explain what's on their mind and again is most likely to address the issue that the child had/has effectively, so that the unacceptable behaviour won't be repeated in the future.

- **"*Come with me and we'll talk about it...*"** – quite often it will be useful to remove the child from their current setting, gently encouraging them to walk with you or using open arm movements to guide them to sit somewhere quiet and calm. You should always use this tactic if they're in an unsafe place (e.g. on a wall or on the roadside).

Using Language of Choice and Assertive Discipline

In disciplining children, adults are not only seeking to stop an immediate undesirable behaviour, but also to teach them about the impact of their behaviour on themselves and others, and about the power of their own choice. This helps them learn how to avoid the undesirable behaviour (and so also the undesirable sanctions) for the longer term.

Using 'language of choice' is in contrast to using 'language of demand'. If you demand something of someone, for example "*If you don't stop talking now you'll get a 'time out'!*" you are actually prompting one of two natural responses, which is either to:

➢ Resist the demand (and create conflict)
➢ Accede to the demand (and lose face)

Instead, language of choice places responsibility for behaviour with the child, for example, "If you choose to interrupt again while I am explaining this you will have to receive a 'time out'. Think about making the right choice. Thank you!" Crucially, this approach bypasses the natural instinct to resist, that can more easily occur when we are simply told what to do, while still leaving the option of a sanction open if the child does not make the right choice.

Given below are sample scripts giving the sort of language and guidance that teaching staff at Greenway have been trained to adopt. Although Scripts 1, 2 and 3 naturally escalate (so if Script 1 fails to have the desired effect you would tend to step up to Script 2, and so on), depending on the circumstances, you might start with any of the four scripts. You would also, of course, need to amend the name and detail to suit each occasion.

- **Script 1: Statement of Reality (i.e. simply tell them what you see)**
"Fred, you're... (e.g. running in the corridor/tapping your pencil on the desk/talking when I'm speaking...)"

> Use a firm but calm voice. This helps to show that you mean business but in a non-confrontational way that might otherwise lead to a defensive response.

> Don't ask 'why?' they are doing what they're doing – It's confrontational and you don't need to know why. They just need to know that you've noticed it.

> After hearing the statement of reality many children will quickly change their behaviour without the need to take the script any further or for a sanction.

> Remember to give them 'take up time' to think about their behaviour and respond. It may even be desirable to deal with another task or pupil, to temporarily divert attention away from them, and allow sufficient space and take-up time.

> When they are demonstrating a positive change make sure to acknowledge that with praise:

"Thank you Fred for... (e.g. walking/putting your pencil down/listening nicely...)"

> If the child's behaviour doesn't change after a reasonable take-up time, move on to Script 2.

- **Script 2: Tell them the behaviour you want to see**
"Fred, I need you to...(e.g. walk in the corridor – thank you/ put your pencil down – thank you/ listen when I am speaking – thank you)"

> Be assertive and avoid starting or ending with 'please'. Use '*I need you to...*' and end with '*thank you*' instead. This carries an expectation that they will do as you have asked them to, and helps support the idea that your request is not optional.

> If you then see a positive change in behaviour, acknowledge it with a further 'thank you' or with a gesture (e.g. a smile or a thumbs-up).

> Should you not see a positive change in behaviour, move on to using a 'language of choice' in Script 3.

- **Script 3: Statement using Language of Choice**
"Fred, You are choosing to behave this way and if you choose to continue to... (e.g. run/ tap your pencil/ speak when I'm speaking) then I will have to move you down the Ladder of Consequences"

> You need to remain calm, without any sense of agitation or lack of control, while making it clear to the child that *they* are responsible for the consequences of their actions; that it is *their* choice.

> Be careful to make sure that the sanction you threaten is proportionate to the behaviour and fits within any framework you use (e.g. Ladder of Consequences) or is something that you know you can and will carry through if the behaviour doesn't change.

You may need to ignore minor secondary behaviour – stomping about, muttering or a bit of back-chat – the most important thing is that they have made the right choice about their initial undesirable behaviour. Where appropriate, allowing a child to have the last word can help resolve or avoid further conflict and can also be valuable in helping you to role-model grown-up behaviour.

If the child chooses to do the right thing, then you must praise them for making the right choice. This will help them learn that it's good to do the right thing and that you are pleased with their choice. Every child likes to be praised and acknowledged on the inside, even if they might not show it on the outside:

"*Well done/Thank you Fred, you made the right choice*"

Should the child choose not to do as you have asked, then you *must* follow through with the sanction you threatened. This is very important so that the child comes to understand that you mean what you say. Failing to be consistent in carrying out sanctions that you have threatened very quickly undermines your authority and indicates to the child that they need not listen to your future requests for improved behaviour.

Once a sanction has been issued you should see it through. Don't cave in to protests, remove or reduce the sanction. If good behaviour follows, then reward that separately, but still maintain the sanction. When you are consistent in seeing through the sanctions you have said you will, these scripts work!

- **Script 4: Reinforce and depersonalise**
"*Fred, at Greenway we respect and listen so that everyone can learn*"

Repeatedly referring to whole school expectations (i.e. Golden Values or at home referring to family rules or expectations) can be very helpful in reminding children of an objective set of rules and values which never change.

This approach indicates that the request is fair and consistent; it is simply what has always been and what will always be expected, rather than personal 'against' them.

The Importance of Restoring a Relationship
Where a response to unacceptable behaviour still leaves a lasting impact for that child or for others, it will often be necessary to take formal steps to review how to learn from mistakes and restore relationships. This can include restoring relationships with other children as well as teaching staff or other adults. It also helps the individual(s) concerned to draw a line under the matter and move on.

The process can only start when the individual(s) concerned is/are calm and ready to learn from the experience. It may take time and it may be something that an adult will have to come back to over a few hours or even days.

The aim is to demonstrate that it is very possible to learn from a negative experience; to work out what went wrong and why; to make amends; and to help avoid it happening in the future. In this respect the process is a positive one and teaching staff find that it helps to reinforce this by using a template of standard questions. Almost always, they will sit with the child/ren and work through the questions and responses with them. The questions would include any or all of the following:

- What (in your words) happened?

- What do you think the people involved were thinking and feeling at the time?
- Who has been affected and how?
- How can we put right the harm?
- What have we learned to make a different choice next time? (*Next time I will...*)
- What would you like to happen next?
- How can we make things better for _____?
- If everything was going to be OK, what would need to happen?
- How can you help to put this right?
- How can we make it OK for you to go back to your lessons/activities/friends?
- What do you think _____ might need?

Sources of Support on Behaviour

We have shared above some of the key approaches used at Greenway, including those from the Department of Education and Hertfordshire County Council's 'Step On' training for schools.

If you have concerns about behaviour at school or your own child's behaviour, we would ask that you speak with your child's class teacher, the Head Teacher or Deputy Head in the first instance. School will treat what you say in confidence and will always aim to be as supportive and constructive as possible.

From time-to-time, we will also send home information about training sessions to support behaviour improvement or issues that are available locally to all our parents/carers.

The sources noted below are also known to Greenway and can support you:

Little Hands/Little Feet Children's Centre (including Sure Start) – offers confidential support and network training to families who have at least one child under 5 and who have registered with them. To find out how to register go to: www.berkhamstedchildrenscentre.org or telephone on 01442 385152.

Home Start Dacorum – is a charity covering Berkhamsted that offers confidential support and network training to families who have at least one child under 11. You can find out more at www.homestartdacorum.org.uk or telephone on 01442 254499. You can also email them at admin@homestartdacorum.org.uk

Trefor Lloyd - is the founder and development worker for the Boys Development Project, working predominantly with boys in primary schools and early years to develop a range of methods and approaches that target and engage boys. You can find out this work at www.boysdevelopmentproject.org.uk

ANNEX C

BEHAVIOUR CHECKLIST FOR TEACHERS

The idea of using a Class Checklist was developed by Charlie Taylor, the Government's Expert Advisor on Behaviour in Schools. Charlie Taylor noted that checklists were used by many surgeons to overcome unnecessary deaths in hospital caused by the most basic of errors, like staff failing to wash their hands. Applying this principle to behaviour in education, he worked with a group of outstanding schools to consider how best to get the simple things right all of the time in the classroom.

The lists that follow cover those aspects suggested by Charlie Taylor; they are not exhaustive and need not necessarily be produced as a physical 'list' in each class (particularly at Greenway where supply staff and Teaching Assistants are consistent and know the children as well as the Teaching staff). They are, however, accepted by all as a baseline for what is critical to staff in maintaining professional teaching standards at Greenway.

Classroom
- Meet and greet pupils when they come into the classroom.
- Display rules in the class - and ensure that the pupils and staff know what they are.
- Display the tariff of sanctions in class.
- Know the system that is in place to follow through with all sanctions.
- Display the tariff of rewards in class.
- Know the system that is in place to follow through with all rewards.
- Have a visual timetable on the wall.
- Follow the school behaviour policy.

Pupils
- Know the names of the children.
- Have a plan for children who are likely to misbehave.
- Ensure that other adults in the class know the plan.
- Understand pupils' special needs, including any SEN needs (whether in a statement, EHC plan or not) or where an IHP (Individual Healthcare Plan) is in place.

Teaching
- Ensure that all resources are prepared in advance.
- Praise the behaviour you want to see more of.
- Praise children doing the right thing more than criticising those who are doing the wrong thing.
- Differentiate.
- Stay calm.
- Have clear routines for transitions and for stopping the class.
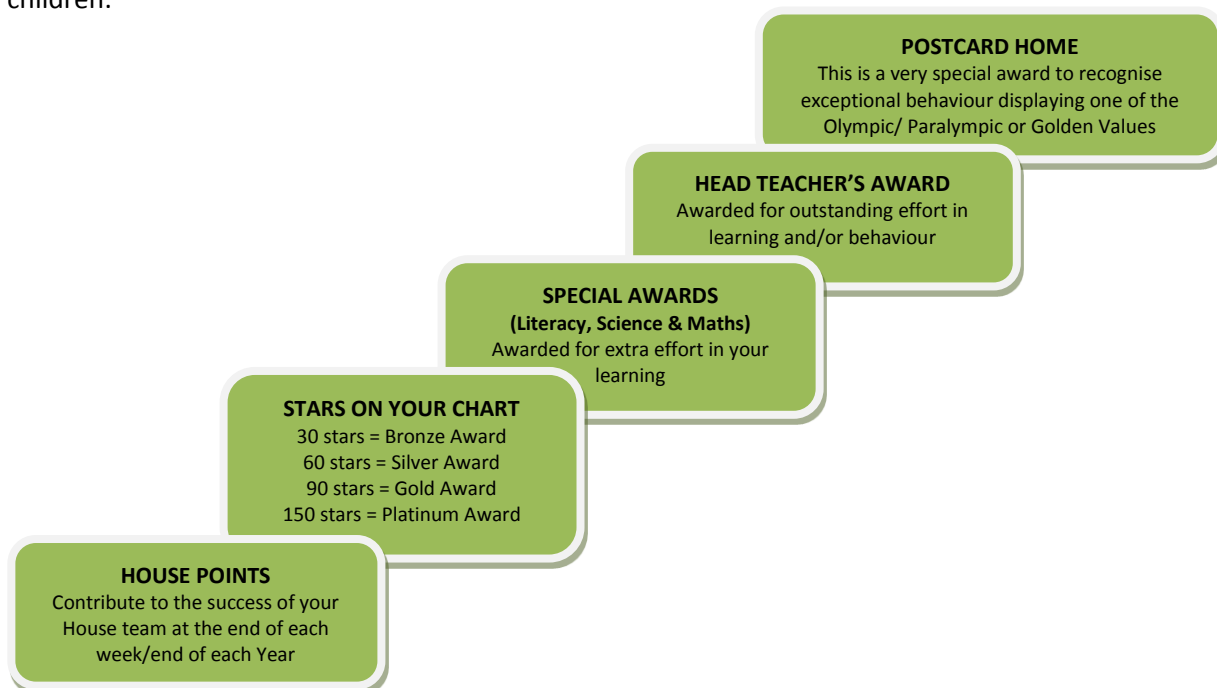- Teach children the class routines.

Parents
- Give feedback to parents about their child's behaviour - let them know about the good days as well as the bad ones.

ANNEX D

GREENWAY'S SYSTEMS OF RECOGNITION & REWARD

Steps to Success

Greenway has a range of ways in which it formally recognises and rewards pupils. The 'Steps to Success' shown below are applied consistently throughout the school and are always available to all children:

> **POSTCARD HOME**
> This is a very special award to recognise exceptional behaviour displaying one of the Olympic/ Paralympic or Golden Values

> **HEAD TEACHER'S AWARD**
> Awarded for outstanding effort in learning and/or behaviour

> **SPECIAL AWARDS**
> **(Literacy, Science & Maths)**
> Awarded for extra effort in your learning

> **STARS ON YOUR CHART**
> 30 stars = Bronze Award
> 60 stars = Silver Award
> 90 stars = Gold Award
> 150 stars = Platinum Award

> **HOUSE POINTS**
> Contribute to the success of your House team at the end of each week/end of each Year

Positive Behaviour Displays

All classes also have a display (which is different from class to class) that allows children's names to be moved upwards, from the 'Appropriate to Learn' starting point on the Ladder of Consequences, in recognition of behaviour that is beyond and/or significantly beyond appropriate.

Other Initiatives

From time-to-time and in agreement with the Head Teacher, teaching and support staff will introduce other initiatives to help focus on certain behaviours and/or to retain an element of excitement and fun about reward for good behaviour. Almost always, these initiatives will focus on personal behaviour as part of a group or team:

E.g. Secret Student – the teacher selects a pupil for the morning/ afternoon/day without revealing who they have chosen. That child can earn up to 3 points for good behaviour with the result being shown to the whole class if the individual was successful (gaining 2 or 3 points). If they scored lower, the teacher will simply log the score achieved by the 'secret student'; they may or may not let the individual child know it was them depending on age/stage and circumstances. The teacher may also ask all pupils to rate their individual behaviour for the day before revealing the score; this can help with tracking self-esteem and self-awareness. The whole class is working towards a reward (e.g more Golden Time) once they have collectively reached an agreed points total.

E.g. Top Class **–** with this initiative up to 5 points are awarded for each class every lunch-time, with the score tally on show near the dining hall. The class with the highest score after Thursday lunch is called into lunch first on Friday and has a treat such as tomato ketchup on their tables or preference in choosing a playground sporting activity.

ANNEX E

GREENWAY'S SANCTIONS FOR UNACCEPTABLE BEHAVIOUR

Ladder of Consequences

A 'Ladder of Consequences' as shown below is on display in every classroom. *Every child begins every day at 'Appropriate Behaviour – Ready to Learn'* (regardless of where they were the previous day) and they will only progress down the ladder if they display unacceptable behaviour (see p12-13 of the policy for details). According to the age of the children in the class and to the stage in their understanding, some ladders may show the sanctions in pictures, while others will show words, or sometimes both.

Particularly for Nursery classes and sometimes into Reception, teachers appreciate that 'appropriate behaviour' at school needs to be taught and embedded, with frequent reminders of desired behaviour, before any sanctions will be applied. Teachers may also decide, particularly with older pupils, to add the behaviour types for which sanctions are given onto to the ladder. They will, however, always be clear to explain that the examples of unacceptable behaviour can never be completely inclusive, and that in all instances, context (i.e. the individual child and the particular situation they found themselves in) is relevant when matching unacceptable behaviour to a sanction.
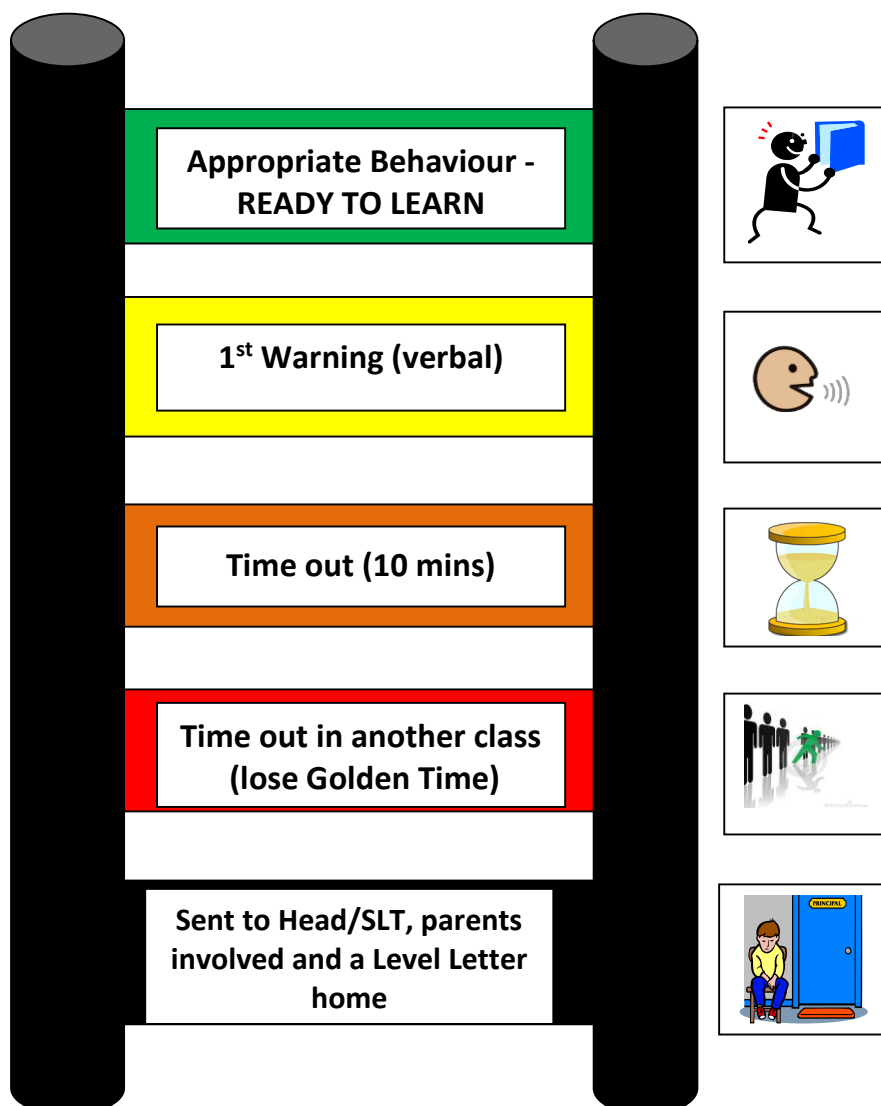
Missing Golden Time
The children are aware that 5 minutes of 'Golden Time' (i.e. the time that they usually enjoy at the end of the day/week doing something of their choice) is always lost where they have ended a day having been sent to another class, a member of the SLT or the Head Teacher.

Time Out
Ordinarily, 'time out' (which is usually 10 minutes from Year 1, though can be as short as 1 minute for Nursery/Reception children) will happen in the classroom during class time. However, depending on the nature and timing of the unacceptable behaviour (for example if it happens during assembly, at playtime or just before home time) it might mean that 'time-out' results in a child missing some time at play/lunch or being asked to stay behind for a short while at the end of the school day to complete their 10 minutes and to catch up any class-work that they missed. While this is never desirable, other than in exceptional circumstances we will always be consistent in the delivery of sanctions and will *never* carry sanctions over to the following day.

Time out in another class
This sanction is given to provide a little bit of space between the child and the environment in which the unacceptable behaviour was taking place. The children's view (when developing the policy) was that this is important in reinforcing the part that the whole school and each pupil has to play in being a role model for outstanding behaviour. Those points – and the notion that 'acceptable and unacceptable behaviour' are objective concepts that apply to everyone equally – are accepted. However, it is essential that this sanction does not set out to humiliate any child. It is therefore managed carefully so that pupil safety and wellbeing are always paramount, both for the pupil who is sent to another class for timeout and for their classmates who observe that happening and are then required to draw a line under the matter and support reintegration back into class once the pupil returns.

Serious Misdemeanours
The following behaviours are amongst those that will not be tolerated at Greenway under any circumstances. In all instances, these behaviours will result in the child being sent to a member of the Senior Leadership Team or Head Teacher. Depending on the child and the circumstances, (which will always be considered on an individual basis) these behaviours may also lead to a Fixed Term or even to a Permanent Exclusion:

- Swearing or knowingly using discriminatory language
- Verbal abuse intended to cause hurt or fear
- Racism, homophobia or discrimination on any grounds that relate to personal identity (also known as 'protected characteristics' including sex, religion or belief, disability (including SEN) and sexual orientation.
- Bullying (see separate Anti-Bullying Policy)
- Actual or threatened violence (against pupils and staff)
- Indecent behaviour
- Intentional damage to property/vandalism
- Hurting others intentionally (including scratching, kicking, slapping, biting and spitting)
- Stealing
- Truancy
- Defiant behaviour – deliberately ignoring adult requests
- Leaving school or school grounds without permission

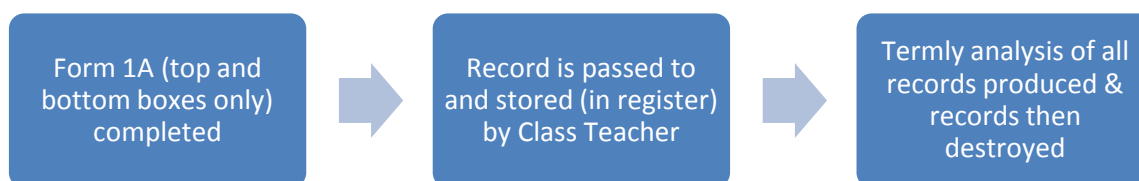**PROCEDURE FOR LOGGING AND RECORDING PUPIL INCIDENTS**

All incidents

All incidents of inappropriate behaviour that happen away from the class teacher, plus all serious incidents (regardless of where they happen) must be logged using the 'Incident Logging and Referral Form' (Form 1A attached).

A member of staff has responsibility for the termly monitoring of all incidents so that trends and recommendations can be made to the Head of PSHE and to the Head Teacher and Governing Body.

Routine incidents

Most records will relate to 'routine' playground incidents or other incidents that happen when the child/ren is/are away from the usual teacher (e.g. music lessons, dining hall or assembly). The purpose of the record is two-fold. In the first instance, its aim is to inform the class teacher, so that s/he has a consistent understanding of all her/his pupils' behaviour throughout the whole day including when they are away from the classroom. Secondly, the forms are used for periodic monitoring of trends (see above).

Form 1A (top and bottom boxes only) completed	→	Record is passed to and stored (in register) by Class Teacher	→	Termly analysis of all records produced & records then destroyed

Serious incidents

Serious incidents are those which:

➢ are instantly recognisable as Serious Misdemeanours (see Form 1A or Annex E);

➢ might prove to be Serious Misdemeanours on investigation; and

➢ (for bullying) would constitute a Serious Misdemeanour if they were either repeats of previous incidents or if similar incidents were repeated in the future

Process -

Step 1 - Records of all serious incidents must be logged on the Incident Logging and Referral Form (Form 1A attached) and referred to the Head Teacher, or in her absence to another member of the SLT.

Step 2 - The Head Teacher (or SLT member) will conduct an investigation where necessary (see Behaviour Policy and/or Anti-Bullying Policy) and will record the evidence obtained and action taken as set out on the Incident Management Form (Form 1B attached).

Step 3 - On completion of the Incident Management Form, it (and/or any other records containing the information) will be stapled to the Incident Logging and Referral Form and:

1) key details from the forms will be recorded in the Incident Central Record (Form 1C attached) and;

2) both Forms will be filed. All completed forms will be filed together in a 'confidential' Incident File, unless the Incident Central Record identifies that they are held elsewhere (for example on a child's own file if they have one).

Step 4 – Summary records (showing key details only) of all incidents that progress to investigation will be kept on the Incident Central Record (see Form 1C attached). This record will be held digitally so that reports can be created for monitoring purposes by school and by the Governing Body (e.g. allowing names to be redacted, identifying only incidents classed as Serious Misdemeanours, or identifying only incidents involving Discrimination and Bullying.)

APPENDIX FORM 1A – INCIDENT LOGGING AND REFERRAL FORM

INCIDENT LOGGING AND REFERRAL FORM

Who was involved (include persons giving offense (P), those targeted or distressed (T) and any others e.g. witnesses/bystanders (O) and Year/Class for each):

Date:

Form Completed by:

YES/NO: This incident [was definitely/may have been/would be if a repeat incident] a **serious misdemeanour** (please complete by striking through. Use '✓' for all that definitely apply and '?' for all that possibly apply. Note any specific language used/damage or harm alleged. Refer to SLT or Head Teacher for further action):

A	Swearing or using discriminatory language	
B	Verbal abuse intended to cause hurt or fear	
C	Discrimination (**R**ace/ethnicity, **R**eligion/**b**elief, **G**ender, **T**ransphobia/gender identity, **H**omophobia/sexuality, or **D**isability)	
D	Actual or threatened violence (to pupils/staff)	
E	Indecent behaviour	
F	Vandalism or intentional damage to property	
G	Other intentional hurt or injury (scratching/kicking/slapping/biting/spitting/other)	
H	Stealing	
I	Defiance – deliberately ignoring adult requests	
J	Truancy	
K	Leaving school grounds without permission	

Cont. overleaf for Bullying and for non-serious misdemeanours about which another member of staff should be aware …

INCIDENT LOGGING AND REFERRAL FORM cont…

L Bullying	*Note Focus and Manifestation (indicating all which definitely apply (✓)/all which might apply (?)) and giving details:*

Perceived focus:

a) Appearance (age or maturity/size/weight/glasses/hair/other)
b) Class/Socio-economic (clothes/possessions/other)
c) Family circumstances (carer/LAC/other…)
d) Health (illness or absence due to illness)
e) A 'protected characteristic' (Race, Religion/Beliefs, Gender, Gender identity, Homophobia/Sexuality, Disability/SEN)
f) Sexualised
g) Ability/application (lack of/excess of)
h) Other… (please specify)

Manifestations of bullying:

i) Perception of the individual (they feel bullied/repeat incident?)
ii) Emotional – e.g. exclusion, isolation or ignoring
iii) Verbal – e.g. teasing, threatening, abusing, rude names
iv) Physical – intentional harm/injury or taking things
v) Personal – comments, gestures or actions which are prejudicial, around appearance or stereotyping
vi) Online/Cyber – including any use of mobiles

This incident was not a serious misdemeanour but **another member of staff should be aware** of it (please complete and ensure it arrives with the intended staff member):

Referral to?	Nature of incident/concern?	Was it resolved?
		No / Maybe / Yes
		Was a sanction issued?
		No/ Yes…

APPENDIX FORM 1B – INCIDENT MANAGEMENT FORM

INCIDENT MANAGEMENT FORM

This form is used to record the investigation and outcome(s) for all serious misdemeanours and alleged serious misdemeanours

Who is managing this investigation?

Date(s):

Name and role of individual(s) reporting the incident:

If via 'Incident Logging and Referral Form', staple to front. Use same form and attach if referral is via a parent/carer or pupil. Also attach relevant letters or telephone notes (depending on referral source).

Who was involved:

Add to detail on 'Incident Logging and Referral Form' where necessary, and identify where any are: Adults (perpetrator or target); from Outside School; children who are Looked After (CLA) or those with Learning Difficulties or Disabilities (LDD)

Details gathered:

Account of incident(s) including place(s), date(s), time(s) and any witnesses. Attach any supplementary information. Indicate if this is a repeat incident and note here is sufficiently serious to be referral to the LA.

Action taken:

Record all steps taken (meetings, letters, monitoring, support, sanctions, including a record of all those notified or involved).

Monitoring or Follow-up Required?

If yes provide details and predicted follow-up or monitoring end date (or note as ongoing until further notice), noting that monitoring may be required during as well as after the investigation

Outcome/Resolution Agreed:

Attach a copy of any letter of apology produced or other form of agreement between the parties

Support and/or sanction for those causing hurt, offense or rule breaking:

Support for the hurt party:

On conclusion…

YES - This incident was a serious misdemeanour of the following type(s):

Use the Letter (and number) codes on the 'Incident Logging and Referral Form' to identify the main focus(es) (e.g. F (for vandalism) or Lav (for Bullying based on appearance from personally prejudicial comments). For bullying (L) evidence gathered in investigation should always identify presence of the 3 components – sustained, intentionally hurtful, and an imbalance of power.

NO – This incident was not a serious misdemeanour on this occasion because: …

Note that the incident may still represent unacceptable behaviour and have caused hurt or distress (that should not happen again) but that is not necessarily a serious misdemeanour as defined in our Behaviour Policy

APPENDIX FORM 1C – INCIDENT CENTRAL RECORD

This record is maintained digitally in school. Hard copies will only be produced for End of Term/Year Analysis (and held with the confidential completed Incident Logging and Referral Forms and Incident Management Forms) or to meet any statutory requirement. Reports from this record may be produced from time to time as required (e.g. to support the Head Teacher's Report to Governors). These will identify the numbers of individuals involved but (by redacting names or replacing with numbers) will not contain any personal data.[1]

Record No.	Incident Date	Name(s) and Year/Class		Ongoing Monitoring?	Serious Misdemeanour?				Other Agencies Involved?
		Targeted, Wronged, Distressed	Perpetrator, Person/s giving offence		Yes/No	If No…	If Yes…		
Academic year start/incident reference (also note on filed hard copy)	Use 1st date noted on Incident Management Form (1B)	Use a separate line for each name[1]	Use a separate line for each name[1]	If No leave blank if Yes add targeted end date xx/xx/xx	See Form 1B for confirmation	Nature of incident in brief (e.g. kicking or unintentional swearing)	Nature of Incident (Type A-L)	Focus and Sub-Type (if C or L): **C** add R, Rb, G, T, H or D **L** add a-h and i – iv	Name the Contact and Organisation
2014/1									
2014/2									
Cont…									