

Greenhill Academy Behaviour and Anti-Bullying Policy

January 2021



Rationale

At Greenhill we want our school to have a calm and caring atmosphere where everyone feels safe and happy. We aim for all our children to achieve to their highest potential and excellent behaviour is fundamental to ensure every child succeeds. We believe that we all have a part to play in building a positive foundation for behaviours and attitudes to learning and that positive relationships are the root of this.

This policy reflects the values and principles that we collectively consider to be important to our school. It is a live document and should be referred back to whenever necessary.

Aims

- To encourage a calm, purposeful and happy atmosphere within the academy
- To foster positive, caring attitudes towards everyone where achievements at all levels are acknowledged and valued
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his / her own behaviour
- To have a consistent approach to behaviour throughout the academy with parental co-operation and involvement
- To make boundaries of acceptable behaviour clear and to ensure safety
- To raise awareness about appropriate behaviour
- To help pupils, staff and parents have a sense of direction and feeling of common purpose

Our Academy Rules

Greenhill pupils follow the **BUCKET Rules**:

- **B**e honest and respectful
- **U**se your manners
- **C**an always learn from mistakes
- **K**indness and caring
- **E**very day is a fresh start
- **T**ry your best

but we also expect children to;

- come to school every day and on time
- wear their school uniform
- have their P.E. kit in school
- move around the school building calmly and quietly
- play sensibly, safely and cooperatively outside
- use manners
- and smile!

Roles and Responsibilities

Children's responsibilities:

- To work to the best of their abilities and allow others to do the same
- To treat others with respect
- To follow the instructions of the academy staff
- To take care of property and the environment in and out of the academy environment
- To co-operate with other children and adults

Staff responsibilities:

- To treat all children fairly and with respect
- To raise children's self-esteem and develop their full potential
- To provide a challenging, interesting and relevant curriculum
- To create a safe and pleasant environment, physically and emotionally
- To use rules and sanctions clearly and consistently
- To be a good role model
- To form good relationships with parents so that all children can see that the key adults in their lives share a common aim
- To recognise each child as an individual
- To be aware of any additional needs

Parents' responsibilities:

- To make children aware of appropriate behaviour in all situations
- To encourage independence and self-discipline
- To show an interest in all that their child does in their learning and the wider curriculum
- To foster good relationships with the academy
- To support the academy in the implementation of this policy
- To be aware of the academy rules and expectations

Rewards

Our rewards and sanctions need to be consistent throughout the academy, so that children have continuity from class to class and have a better understanding of acceptable behaviour.

We fully recognise and reward helpful and cooperative behaviour, good work and achievement.

Smile

The most common reward used is "the smile" to recognise that the child is making the right choices, staff should generally have a sunny disposition.

Verbal – "Well Done"

Public recognition for correct behaviour choices and / or good work.

Written feedback – in books

Comments made on high quality learning or learning where a child has clearly made a lot of effort with stamps, a smiley face

Oral feedback – in person

Oral comments are made on high quality learning or learning where a child has clearly made a lot of effort. It is also given as a means of reflection on learning and to also develop independence.

Stickers- Diddi Dots

A whole academy approach meaning that all staff including middays can reward pupils with Diddi-Dots which are then stuck on their reward cards. These Diddi-Dots accumulate and then convert to reward badges and certificates from the Executive Principal, Head of Academy and members of SLT

Table points- KS1 & KS2

Each table group can earn table points and at the end of the week the winning group is then rewarded by the class teacher (these maybe in table point form or marbles in a jar)
Sharing good work – public acknowledgement in class Sharing an exceptional piece of work with the class and displaying a copy of it on a 'Good Learning Wall' for the remainder of the week AND one big write per class to be shared in the Hall and put on display for all to see
Responsibilities for pupils Monitors include:- Year 6 Prefects (including Head Boy & Girl and their Deputies), Golden Squad (20 th Child), Friendship monitors, Class monitors, Dinner helpers, Sports Leaders, Healthy Ambassadors, Eco council and School council
Star of the Week Certificates are given in an end of Reward Assembly and their name is added to the Principal's Weekly Newsletter
Star Learner Workshop Up to two children are selected from each class and are taken on Friday afternoon by a Learning Mentor from 1.15 so the children don't miss Golden Time
Golden Time All children receive Golden Time on a Friday afternoon from 2.45 to 3.15, this for excellent attitudes to learning and behaviour
Celebration Assemblies weekly <ul style="list-style-type: none"> • Every week a trophy is presented to the "Golden Class". The best class overall keeps the trophy (KS2) / toy box/extra play (KS1/ EYS) in their classroom for the whole week. • Lining Up Trophy: A trophy is given for the best class in KS1/KS2 assembly each week. • EYFS/ KS1 & 2 attendance: A certificate is given to the class with the best attendance in EYFS/ KS1 & 2 (Attendance Heroes) • Birthdays (KS1 / EYFS): Birthdays for the week will be celebrated during the assembly.
End of Year Awards (prizes) Achievement certificates are presented in a special assembly and many children receive special prizes
Sending to other staff members with work Children who have produced exceptional work can be sent to other staff members (including the Executive Principal/ Head of Academy) for further recognition
Celebrate success with parents Informal comments at the end of the day or celebration postcards or phone calls to reward exceptional work and achievement.

Sanctions

If a child breaks the rules we use 'the language of Choice and Consequence'.

Pupils choose their behaviour and choices always bring consequences. We understand that mistakes are normal and therefore consequences should be supportive.

The following table shows the sanctions used at Greenhill, starting with the most minor and growing in severity.

ALL Teachers need to keep a class behaviour file

"The Look" Minimal eye contact and a stern look given for routine misbehaviour
Praise others for making the appropriate choice A reminder of expectations by identifying and praising a child doing the right thing – e.g. "Thank you... for putting your hand up".
Highlight choices Verbal caution- remind the child of the 'right thing' to do
Warning – link to traffic lights (must be consistent) Moving pupil down the tree (KS 1) or from green to amber to red (KS 2)

Adult support
Teacher / TA to support the pupil in their work
Time Out in own class (with a specific place in each room)
Sitting in class away from the other pupils but still with a focus on the teacher for a short period of time
Time Out in partner class
Sitting in another class (often a member of SLT or MLT), away from the other pupils but still with a focus on the teacher for a short period of time
Informal contact with parent
To make them aware of a slip in behaviour through face to face conversation at the end of the day
Behaviour Workshop
Run by Learning Mentors, for persistent behaviours

Sent to SLT Phase Lead – For persistent rudeness, low level incidents in the classroom, at play time or break time. SLT Lead may choose to speak to parents over the phone or at home time with the class teacher. If SLT Lead sees a child three times in a week- child will visit the HoA with the SLT Lead and they will discuss behaviour and sanctions together. HoA and SLT Lead will speak to parents together.
Sent to Head of Academy - For serious incidents / persistent behaviour, child to be seen by Head of Academy or an Assistant Principal (in HoA absence) and incidents logged in Principal's behaviour log. A Care Plan/ Behaviour Plan may be put in place.
Use of behaviour contract with Learning Mentors Parents are involved in this process
Use of Learning Mentors Daily contact and use of charts or meetings to keep the child on track
Speak to parents - Formal contact made and parents asked to come and see Principal/ Head of Academy and class teacher, agree parental contract to ensure they accept and support our work
Exclusion – internal Pupil will be excluded within school for a period of time- this is a formal process so MUST be documented and parents, Executive Principal and Trust DSL informed of the arrangements
External agency support – use of PSP Inclusion Managers, Head of Academy/ Executive Principal inform parents that advice and support is being requested from external agencies such as the SEMHS Team, Educational Psychologist, QEST
Exclusion – external (fixed term and permanent) Formal disciplinary procedure involving Executive Principal, CEO, LA, SEMHS Team and parents

As previously stated consistency across school is of the upmost importance. Every member of staff must ensure that they have high expectations of the pupils and take a collective responsibility both in class and around school. We expect an apology from the pupil.

Children leaving school premises without permission

Children should never be allowed to leave the premises during school time without the permission of a Senior Leader. Although rare, it is possible that on some occasions a child may leave the premises without the knowledge or permission of SLT despite robust security procedures. There is Trust Guidance (see Guidance for Pupils Leaving School Without Permission- June 2019) put in place to ensure that every action possible is taken to ensure the quick and safe return of that child to school.

This guidance also links to the procedures on the collection of children from school.

Every effort will be made to

- Find the child
- Contact the family

If the child is not found within 25 minutes, the police will be informed.

Please refer to Harmony Trust Guidance for 'Pupils Leaving School Without Permission' for further details on procedures

Use of Reasonable Force

The Trust follows the DFE guidance on the Use of reasonable force.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

There may be rare occasions when a member of staff needs to restrain or use physical intervention to control a pupil who has run away. This will only be done to prevent violence or prevent injury. The Trust follow the DFE guidance on the use of reasonable force.

All staff have received 'Safer Handling' training on the theory of safer handling, the law and the reasons why safer handling is occasionally the safest way to keep a pupil safe. However, only SLT, Learning Mentors and key staff have received the practical training, therefore we advise that staff carry out a brief Risk Assessment of the situation to keep the child and others safe, whilst alerting SLT or a key member of trained staff for support.

The lead member of staff will then assess the situation and will decide how best to control the situation. Safer Handling advise the following approaches:

- 1- Eliminate (take away the issue which is causing the situation)
- 2- Reduce (calm the pupil/s down)
- 3- Isolate (take the pupil/s away from the situation to calm down)

The options below must all be necessary and proportionate to the situation-

- 4- Control (this is the point where physical intervention may be required)
- 5- PPE (physical intervention by 2 members of staff, with one taking the lead and one MUST be practically trained)
- 6- Discipline (after the event, once the pupil and situation has calmed down)

All Physical Intervention MUST be documented with all parties involved writing their own statements which includes:

- The build up
- The actual incident
- How the behaviour has been dealt with- actions and people involved in this
- How the situation has affected you as an adult

Please see the Trust's policy on this for more information. Should this be required, parents will always be informed and a full report of the incident will be logged.

Racism

Definition of a racist incident

A racist incident occurs when people are abused because of their racial difference.

Incidents are investigated as potentially racist if the victim experiences it as racially motivated or others involved see it as such.

Racism is on a continuum that includes bullying and other personal abuse.

It is crucial therefore:

- For the victim to feel supported by the school
- For the perpetrator to be dealt with

Responding to racist incidents

Racist incidents are serious, however trivial they may seem in isolation. In personal terms they are extremely offensive.

- All incidents are dealt with sensitively
- The Executive Principal/HoA is responsible for dealing with racist incidents.
- All staff need to be confident to know what is expected of them and be given support in dealing with racist incidents.
- Time is needed to investigate an incident thoroughly, to ensure that justice is done and is seen to be done.
- Support needs to be given to victims.
- Perpetrators need to be counselled and dealt with appropriately and fairly.
- Staff, pupils, Trust and parents need to be kept informed of progress and outcomes.

Data collection and monitoring

All racist incidents are logged. The log includes other kinds of personal abuse like bullying. Incidents are reported to the Local authority and added to CPOMS.

At Greenhill, we:

- Encourage pupils to talk about themselves positively and regard themselves as achievers.
- Provide additional support and security for pupils who need it before and after school
- Pupils' experiences and backgrounds are utilised in planning and gathering teaching materials.
- Pupils share in discussions dealing with racism in circle time activities
- Use the skills of bilingual support staff fully and effectively in school.
- Provide explicit information for pupils (on what to do if they are victims of a racist incident)
- Develop positive relationships between staff and pupils in order to ensure children can tell about their experiences and share incidents of abuse

Bullying

Rationale

Bullying is a deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully. It can range from name calling, racist comments, teasing, threats and extortion through to physical assault on persons and/or their property, in or out of school.

School will not tolerate any form of bullying against any of the protected characteristics including racism, homophobia, gender, disability or social background.

Purposes

- Every student in our school has the right to enjoy learning and play, free from intimidation, both in school and in the community.
- Our school does not tolerate any unkind actions or remarks, even if they were not intended to hurt. Bullying is dealt with seriously.
- Pupils should help each other by reporting all instances of bullying. Information is treated in confidence.

Procedure

Reporting

Pupils should be encouraged to report bullying to any trusted adult. Pupils are taken seriously at all times. Any information is regarded as confidential, as far as possible.

Recording

Incidents of bullying are recorded in the worrying behaviour file held by the Principal or CPOMS.

Investigation

The situation is investigated and the outcome communicated to those involved, parents of bullies and victims will be involved and informed of the outcomes.

Staff action

Bullies should not be bullied.

Victims should be provided with a “safe refuge”

Bullies and victims may be counselled together.

All involved must see something is being done.

Incidents are: Recorded in behaviour file (Principal) or CPOMS and dealt with by the Principal alongside the class teacher and learning mentor. Sanctions follow our Behaviour Policy

Learning

There are frequent opportunities for pupils to discuss all forms of bullying in many curricular areas / PSHE / assemblies/ school council. Pupils learn about the different kinds of bullying – racist, homophobic and social networking / cyber-bullying.

Dated January 2021