



GREENLANDS COMMUNITY PRIMARY SCHOOL WHOLE SCHOOL BEHAVIOUR POLICY

Our school ethos:

At Greenlands we have high expectations and believe that through a culture of support and guidance, which is fair and restorative, pupils will develop and reach their fullest potential. It is the belief that every child should be given Unconditional Positive Regard. Through research, evidence and trauma informed practice, staff are able to guide and lead pupils effectively. The aims, ethos and values are outlined in this policy.

Furthermore, it is recognised that in order to fully meet the needs of pupils, of which many present with complex needs, it is a necessity that the school is attuned, attachment friendly and nurturing (Wall; 2018). It is integral that work is carried out to co-regulate behaviours, but also to provide the skills for pupils to identify their own need and to educate them and upskill them in order to self-regulate and allow for positive changes. Work is carried out with parents to understand their needs and difficulties, as well their experiences and to help and provide support for them so that any unmet needs away from the school can be achieved.

Underpinning values and ethos:

At Greenlands we aim to meet the complex needs of our pupils through:

The provision of a predictable and safe environment, promotes security through consistent routines and clear boundaries.

An unrelenting focus on celebrating, promoting and positively reinforcing positive behaviour.

The application of Unconditional Positive Regard for all pupils, acknowledging and addressing any inappropriate behaviours which may arise by attuning to the pupil and their need and working with them on strategies.

All inappropriate behaviour is an expression of an unmet need – all staff seek to understand what the behaviour need is and working with the child, introduce strategies to support.

The provision of an adaptive curriculum with carefully-planned learning opportunities including the development of social and emotional aspects of learning.

The confident and consistent employment of warmth and trust as a way to support and engage pupils by connecting in a congruent and caring way.

Relationships, Structure and Routine

The pupils who attend Greenlands may have suffered trauma and have insecure attachments, they may have experienced a fragmented school life which makes relationship building and following

organised structure a challenge. It is, however, important to provide those things in order to help them remain and feel safe, safe from harm and safe to make mistakes in order to progress.

Positive relationships between pupils and staff are essential in order to reach milestones and beyond. Greenlands use Restorative Approaches to ensure that the running of the school is smooth and pupils learn, are engaged and progress. There is a need for rules in order to keep boundaries firm but fair.

Rules are more effective when:

Adults have formed positive relationships with young people and can be used to reinforce and develop the desired behaviours.

Expectations are clear, Teachers will be responsible in developing these in order to keep everyone safe, that teaching, and learning is successful, and pupils enjoy and achieve.

Through Unconditional Positive Regard the environment remains safe, learning is at the forefront of what the school does and through understanding of Maslow's Hierarchy of Needs (1943), needs are met in order for this to happen.

Structure will remain throughout the school day, from arrival until pupils leave the premises.

Key principles underpinning this policy:

Systematic approaches to behaviour— this recognises that there are a range of systems, in and out of school, that impact on behaviour and mental health

Humanistic approaches to behaviour — that we not only consider behaviour from an observer but also through the eyes of the person behaving

That everyone has social, emotional and mental health and that all have the right to be safe, be respected and be treated equally.

Developing children's emotional literacy through the promotion of positive values is an integral part of children's learning

Growth mindset — where our basic abilities can develop and improve through hard work, fostering a love of learning and a resilience that is essential for great accomplishment.

A Whole-school positive ethos which develops co-operation, self-respect and consideration

All relationships within the school are respectful and the role of the different staff are understood

Children know how to behave positively in school and beyond

Children are encouraged to take responsibility for their own behaviour and their impact on others

Greenlands strives to create a school community which embodies our aspiration to build a nurturing, caring ethos which permeates our school environment. We have developed a behaviour policy which places relationships as the cornerstone for pupils to thrive, both academically and in relation to their wellbeing.

Our trauma informed approach to behaviour management benefits all pupils and staff for the following reasons:

- Relationships and a young person's sense of safety and security are placed at the heart of classroom management.
- Our approach encourages nurture, respect and empathy, even when a young person is presenting with behaviours that feel challenging.
- Individual circumstances are taken into account.
- A sense of community and belonging is promoted.

Parents are involved in all aspects of their children's learning and are supported by staff as and when necessary

At all available points, children's emotional needs are provided for and that we promote positive behaviours for learning appropriate to age. Additional provision for emotional wellbeing is available as and when necessary.

Reward and sanctions systems, if needed, are clear and personally designed

There is a system to combat bullying

The school has a system for working with outside agencies for support

Exclusion is only used as a last resort

At Greenlands School we acknowledge that:

All children deserve to attend a school where they feel safe and confident to learn.

All behaviour is communication, and we resist the use of stigmatising/ judgmental language when describing the behaviour, we are seeking to manage.

Traumatic experiences/ damaged attachments and food/home insecurity can create dysregulated behavioural responses from the children/young people we are seeking to teach.

Relationships of trust, opportunities to make choices/ decisions, attunement to individuals i.e., knowledge of that individual, individualised responses, teaching emotional literacy and understanding can help to prevent damaging/ challenging incidents.

At our school we are proactive in teaching children/ young people what good behaviour in our learning environment is and how individuals can learn how to be successful learners. Our school Values are clear about the characteristics of successful learners.

At Greenlands we are RESPECTFUL, COMPASSIONATE, TRUSTING, RESILIENT, PERSISTENT and AMBITIOUS learners. In assemblies and discrete PSHE lessons these values are taught and reinforced (See PSHE Policy and Curriculum map). We teach all of our children/ young people about developing a Growth Mindset and develop a language and understanding about how emotions are experienced and managed by individuals.

When interventions are required, our Learning Mentor delivers specific programmes for small groups/ individuals e.g., safe touch, how to be a good friend, managing conflict. Thrive profiles are generated and actioned by the learning mentor who focuses on the younger children. One of our KS2 TAs is also thrive trained and uses this to provide support and intervention across upper KS2. A small number of children require personalised behaviour support plans, that are agreed between the child, classroom staff and SENDCO/ SLT.

Policy Statement:

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Our Aims

- To ensure that all members of the school community feel respected and safe.
- To encourage relationships between all members of the school community that facilitate effective learning.
- To allow pupils to develop a strong sense of morality that allows them to take on board the thoughts and feelings of others, nurtured through our expectations of a Greenlands Citizen.
- To teach pupils how to communicate their thoughts and feelings in a way that is beneficial now and in their adulthood.

Principle One:

Building relationships, empathy and a feeling of safety take precedence over other means of discipline.

The root of "discipline" is the word disciple, which means "student", "pupil", and "learner". A disciple is not a recipient of punishment, but one who is learning through instruction. (Siegel and Payne Bryson, 2018).

Principle Two:

Discipline represents an opportunity to teach and nurture

When pupils exhibit challenging behaviours, in the first instance, we use emotion coaching to build relationships, empathy and a feeling of safety:

- What was the function of (i.e. the reason behind) the behaviour?
- What lesson do I want to teach at this moment?
- How can I best teach this lesson?

Principle Three:

We aim to understand the function behind the behaviour

Principle Four:

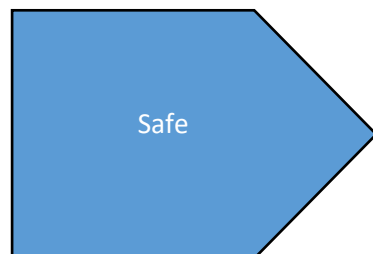
The pupil is separate from their behaviour

Principle Five:

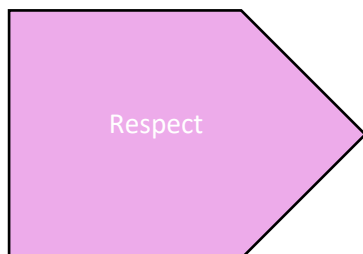
Routines help people to feel safe, but some pupils need differentiation within an overall structure. Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).

At Greenlands, we aim to understand what a pupil might be trying to say to us through their behaviour. Behaviour that challenges is not seen as a choice, but as being a communication of an unmet need. At Greenlands, we see pupils as separate from the behaviours that they may exhibit; we demonstrate this through our language of choice – words and phrases used to describe the pupil and their behaviour. Whilst the majority of pupils will thrive when our whole school approach to behaviour is applied, we recognise that some of our pupils will need further support and intervention, and a few will require more intensive, individualised support. As such, our behaviour policy outlines the different levels of support available dependent on an individual's level of need.

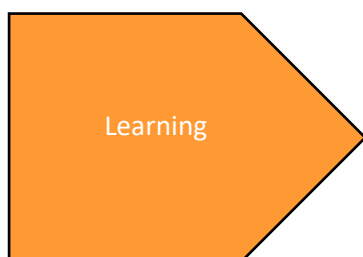
Our school rules:



- I can walk calmly around school
- I can keep my hands and feet to myself
- I can stay in my seat and not wander
- I can recognise when I am not being safe



- I can use kind words with everyone
- I can be a good friend to everyone
- I can use good manners
- I can take care of my school resources





- I can always try my best
- I can put my hand up and ask for help
- I can rise to the challenge
- I can listen carefully

Teachers choose a rule to focus on each day/ week. Children are added to the recognition board. Children are taught strategies to help regulate themselves if they are struggling to adhere to the rules.

Staff follow a suggested script when dealing with any incidents to ensure the child is treated with dignity and the behaviour is separated from the child:

<u>SUGGESTED SCRIPT TO USE EACH TIME</u>
I NOTICE THAT.... <i>(SPECIFY UNWANTED BEHAVIOUR)</i> .
IT WAS THE RULE OF (...) THAT YOU BROKE.
TODAY YOU HAVE <i>(SPECIFY THE BEHAVIOUR)</i> .
DO YOU REMEMBER.. <i>(RECALL A GOOD BEHAVIOUR)</i> .
SO, TODAY I NEED TO SEE... <i>(SPECIFY HOW TO RECTIFY THE BEHAVIOUR)</i> .
THIS IS THE <i>(NAME OF CHILD)</i> I NEED TO SEE TODAY.
<u>THANKS</u>

<u>Restore, Redraw, Repair</u>
1. What happened?
2. How did that make you feel?
3. How do you think did that made *** feel?
4. What could you do that is different next time?
5. What do you think should happen next to help repair this?
 

Classroom-specific positive strategies will vary from class to class. Below are some examples of possible positive systems and sanctions.

Examples of classroom positive systems	Examples of classroom sanctions
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<p>Growth mindset teaching practices</p> <p>Public celebrations of good work</p> <p>Recognition board</p> <p>Team points</p> <p>Visit to the HT</p> <p>Message home</p> <p>Dojo rewards</p>	<p>Time out</p> <p>Missing time from playtime</p> <p>3 warnings and removal of privileges</p> <p>Class discussion of appropriate sanctions</p> <p>Children are split up</p> <p>Recurrent problems discussed with parent</p> <p>Home/School communication</p> <p>Behaviour chart</p>
Examples of whole school positive systems	Examples of whole school sanctions
<p>Stars of the week</p> <p>Senior Leadership Team praise</p> <p>Corporate responsibility and consistency of approach</p> <p>CPOMS observations</p> <p>Postcards/ dojo messages home</p>	<p>Missing playtimes</p> <p>Time in another classroom</p> <p>Parental involvement</p> <p>Senior Leadership involvement</p> <p>Fixed term exclusion, either internal or external</p> <p>Permanent exclusion</p>

Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and full governing board every two years. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles will be reviewed and approved by the full governing board every two years.

Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding policy
- E safety policy
- PSHE policy