



**GREATFIELDS SCHOOL**

# **Behaviour Policy**

**Approved by SLT:**

**Date: September 2023**

**Approved by Local Governing Board:**

**Date:**

**Next Review Date:**

**September 2025**



Partnership Learning



# GREATFIELDS SCHOOL

## Behaviour Policy

### 1.0 Principles

The Local Governing Board believes that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. It seeks to create a caring and learning environment in the school by:

- promoting good behaviour and discipline,
- promoting self-esteem, self-discipline,
- proper regard for authority and positive relationships based on mutual respect,
- ensuring fairness of treatment for all,
- encouraging consistency of response to both positive and negative behaviour,
- promoting early intervention,
- providing a safe environment free from disruption, violence, bullying and any form of harassment,
- encouraging positive relationships with parents and carers

### 2.0 Roles and Responsibilities

- The Local Governing Board in consultation with the Executive Principal, Head of School, staff and parents will keep the policy for the promotion of good behaviour under review. It will ensure that it is communicated to students and parents, is non-discriminatory and that expectations are clear.
- The Head of School is responsible for the implementation and day-to-day management of the policy and procedures.
- Staff, including teachers and support staff, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Staff have a key role in advising the Head of School on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Head of School, for creating a high quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.
- The Local Governing Board, Executive Principal, Head of School and staff will seek to ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They





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will also endeavour to ensure that the concerns of students are listened to and appropriately addressed.

- Parents and carers are encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy.
- Students will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.
- In line with the school's ethos, students themselves are given a stake in reviewing and monitoring the behaviour policy of the school. Students, in partnership with staff, parents and Governors, will help to develop the system of school rules, sanctions and rewards and refine the Code of Conduct.

## **3.0 High Expectations**

Greatfields School sets the highest expectations of behaviour.

It is made clear to students and their parents that the school is focussed relentlessly on achieving outstanding academic success, with each child fulfilling their potential, and that if this is to be achieved there is no room or time for disruptive behaviour, or negative attitudes to learning.

From day one the school expects students to see themselves as partners in learning with the staff, rather than in any form of confrontational relationship.

All students and their parents/carers are expected to sign a Home School agreement, outlining the expected behaviour for our school. This will be maintained on school trips and travelling between home and school.

Observing school uniform every day is an important factor in the behaviour policy at Greatfields School.





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## 4.0 Positive Attitude to Learning

In order to nurture and develop a positive attitude to learning and ensure the absence of negative behaviours the school:

- Provides a differentiated curriculum which is appropriate to each child's aptitudes and abilities, therefore maximising the likelihood that each child will feel appropriately provided for, challenged and supported.
- Insists upon the highest standards of classroom teaching, so that students feel motivated and engaged in lessons.
- Through the provision of an effective pastoral system, based on Year Groups, Heads of Year and Form Tutors and with the support of learning mentors and external agencies, provides every student with the individual support, challenge and mentoring needed to maintain positive attitudes to learning.
- Fully involves students themselves in the life of their school, through an effective school council
- Sets out clear, simple expectations for classroom behaviour, which ensure that there is no low level disruption
- Establishes close relationships with parents as key partners in maintaining positive attitudes to learning.
- Has a high-status, high profile school uniform, including a traditional blazer in a distinctive colour, and insists upon all students wearing the uniform correctly at all times, in order to foster a sense of community, identity and professionalism.
- Ensures that all forms of bullying are not tolerated and are effectively dealt with by using a range of the sanctions listed above and the implementation of positive interventions such as peer mediation to achieve understanding and prevent re-offending.





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## 5.0 School Code

The School Code sets out clearly the school's expectations of students:

We expect students to share in the responsibility for their learning and progress:

- by coming to school every day; arriving promptly at school and at all lessons.
- by wearing only school uniform and not wearing outdoor clothing in lessons and assembly.
- by bringing to school and carrying to all lessons pens, pencil, ruler, rubber, diary, reading book, PE kit on the appropriate days, and all appropriate books and equipment for each lesson; by carrying all books and equipment in a strong bag or brief case which can be fastened.
- by co-operating with teachers and other adults and obeying instructions.
- by completing all the learning activities set to the highest standard possible.
- by undertaking all the **Independent Learning (homework)** set and taking time to read, organise, revise, research, practise, and in any other way enhance school work at home.

We expect students to show respect and consideration for others:

- by behaving appropriately in the **corridor, playground and lessons.**
- by lining up in the playground before registration, period 3 and 5 in silence.
- by attending lessons on time
- by moving about the building quietly and carefully, using the left-hand side of corridors and stairs.
- by lining up and waiting quietly outside classrooms until invited to enter.
- by deploring and avoiding violence, including pushing, kicking or fighting (even in fun: **play fighting**).
- by refraining from insults, verbal abuse and bad language (including swearing, sexist, homophobic or racist comments).
- by not bringing on to school premises any object which could be dangerous or harmful (e.g. aerosol sprays, penknives, cigarettes, e-cigarettes, vapes, alcohol, drugs, harmful substances, matches, lighters, paraphernalia and any type of weapon).
- by being aware of health and safety issues and reporting quickly anything likely to be disruptive.
- by reporting any instances of bullying, intimidation or theft.





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We expect students to share in the care of the building and school equipment:

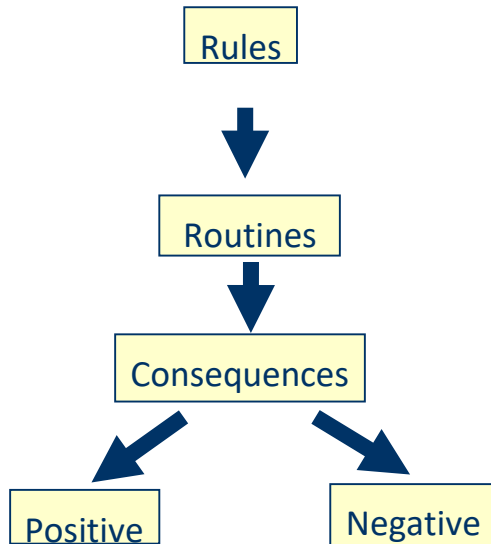
- by not dropping litter and by picking up any dropped by others and putting it in a bin
- by eating and drinking only in the playground or designated dining areas
- by refraining from vandalism of any kind to the building or its contents; by reporting any vandalism seen
- by taking proper care of school equipment, including books and paper. We expect students to promote the good name of the school in the community:
- by behaving well and with consideration for others in the local area, particularly when coming to and leaving school
- by not congregating in groups outside the school or blocking the pavements; by refraining from use of bad language, smoking, or other undesirable behaviour when identifiably a member of the school
- by queuing properly to get on buses or coaches and once on, sitting quietly
- by showing the highest standards of behaviour and courtesy when participating in any school journey, extracurricular activity or event or when representing the school in, for instance a team, or on work experience. - by achieving the highest standards of success in all aspects of school work.

## **6.0 Positive Behaviour Management Framework**

Rationale:

Consistency of delivery and expectations are a key element of ensuring that students are given clear guidelines of what is required, both academically and behaviourally. The behaviour management process at Greatfields School is aimed at creating a positive and pleasant environment in which students can learn and teachers facilitate learning.





The management of behaviour has to encourage students to accept responsibility for their own behaviour and learning. At all stages of the process the students have to have choices and accept the consequences of these choices.

### **7.0 Rewards**

The school has set up a structured reward system, focused on academic progress and rewards students who have demonstrated a positive approach to learning and cooperation with the school's code of conduct.

When a student demonstrates a positive approach to learning and/or a co-operative attitude in their conduct or has excelled or made efforts in a particular activity, they are rewarded and praised.

Examples of incentives and rewards to acknowledge positive behaviour, attitude and attendance:

- Positive phone calls home from the Head of Year or Form Tutor
- Positive referrals in Year assemblies
- Posts on the school website (Shout outs)
- Honours boards in prominent places in the school to show student success in





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various fields

- Displays of photographs of teams, groups and individuals representing the school in a range of activities.
- Prizes awarded in annual ceremonies
- 100% attendance certificates awarded each term
- Badges to be awarded denoting good behaviour, attendance and achievement.
- Rewards trip

## 8.0 Sanctions

Purposes for Sanctions:

- For students to realise their role in the learning partnership.
- To provide a secure learning environment.
- To encourage personal development in order to function as a civilised member of society.
- For students to accept responsibility for their own behaviour

Students who break the learning code are given clear warnings, if they fail to change their behaviour they can be sent to relocation

This warning system is for low level disruption. Serious incidents are dealt with separately by requesting senior staff support.

Low level high frequency behaviour includes:

- Talking
- Being noisy
- Not working
- Disturbing other students □ Interrupting etc.

Staff can relocate a student by sending the student directly to the relocation venue, where a staff member will be expecting them. The member of staff will record the incident and inform the student of their detention time and date (usually the next day).







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Relocations are recorded on a database in order to monitor students and support staff.

## 8.1 Detention Procedures

Detentions are held after school in a central venue or with an individual staff member. Relocation detentions are run centrally after school and staff supervise on a rota basis.

Information on students who fail to attend relocation detention will be passed to the Head of Year for follow up. Information on students who misbehave or disrupt relocation detention will be passed to the Head of Year for follow up.

Detentions can also be set by staff with departments or year teams for:

- Failure to do Independent Learning
- Lateness
- Anti-social behaviour

Detentions longer than 15 minutes and up to a maximum of **two hours** must be recorded on the schools' data base which automatically notifies parents. 24 hours' notice needs to be given. As a general rule the school does not recommend whole class detentions.

## 8.2 Pastoral Team

The pastoral team will decide on the support and sanction given to students being regularly relocated. Sanctions and strategies available to panel are:

- Request meeting with parents
- Place student on report
- Referral to outside agencies
- Removal of privileges e.g. participation in school visits
- Frequent reporting throughout the day to named member of staff
- Change of teaching group





## 9.0 Serious Incidents

Serious incidents should be dealt with as quickly as possible. Any incident involving physical aggression, sexual abuse, misogyny or serious verbal abuse (eg swearing, sexist, homophobic or racist abuse) to a member of staff must be reported to a member of SLT immediately in addition to taking whatever immediate action seems desirable or possible.

Persistent or serious infractions of the School Behaviour Policy may result in students/parents/carers being requested to appear before the appropriate Local Governing Board Committee.

All members of staff witnessing a serious incident should make a written report as quickly as possible and send it to the person dealing with the incident or if that is not known to a member of SLT

No teacher may send a student home for disciplinary reasons without the permission of the Head of School.

Corporal punishment is prohibited

## 9.1

### Sexual Abuse

What is Sexual Abuse?

Sexual abuse includes:

Sexual violence means rape, assault by penetration, or sexual assault (intentional sexual touching).

Sexual harassment means unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as sexting.

Procedure for responding to child on child abuse

An incident may be reported on Classcharts or via Safeguard.

The incident will be triaged, investigated and discussed by the safeguard team.

A number of outcomes may arise, these include:





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- No further action
- Restorative work
- A school sanction
- Parental involvement
- Referral to external agencies, including: YARM, CAHMS, early help, children's social care, the police

In some cases we will use suspension/exclusion from school. The schools officer (Police) support the school to provide guidance on lawful behaviour and criminal offences. As a result we may exclude a pupil after an incident of sexual assault.

We will consider:

- The age and developmental stage of the alleged perpetrator(s)
- The nature and frequency of the alleged incident(s)
- How to balance the sanction alongside education and safeguarding support (if necessary, these should take place at the same time)

Zero-tolerance

The school's response to sexual abuse will be

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

We will not tolerate sexual abuse, but we will not demonise anyone. We will support and listen to all students involved. The alleged perpetrator(s) will be offered support so that they can change their behaviour.

Wishes of the victim(s)

We will keep victims at a reasonable distance from the alleged perpetrator(s) while on the school premises (including during any before or after school-based activities).





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Some victims might prefer that the alleged perpetrator(s) move class, whereas others may prefer that they stay in their class but just not sitting next to them. For example, if a victim is afraid of how the friends of the alleged perpetrator(s) might react if their friend was removed from class, the victim might prefer to not be put in this situation.

We will listen to the victim(s) and let them know that their wishes will inform our response, but the school will make the final decision.

## A culture of respect

Due to a wider societal culture of victim blaming, pupils may be afraid of how reporting incidents of abuse and harassment reflects on them. Creating a culture and ethos of respect, tolerance, acceptance and diversity makes it easier for pupils to call out incidents and harder for anyone to get away with sexist or inappropriate sexual behaviour.

## The importance of reporting the behaviour

'Lower-level' incidents are far more frequent than severe incidents, and can underpin the problematic 'normalised' culture. We will encourage pupils to call out and report anything that makes them uncomfortable, no matter how 'small' they think it is.

Pupils need to know that we:

- Take their safety and wellbeing seriously
- Listen to them
- Act on their concerns
- Will not tolerate or accept abuse

Reporting incidents benefits everyone, including:

- The victim(s): by stopping the problem and getting the help and support they need
- Other people: by preventing it happening to someone else
- The alleged perpetrator(s): catching problematic behaviour early can help them avoid criminal offences later in life

## Promoting appropriate sexual behaviours

Our Civics curriculum covers:





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- Consent
- What respectful behaviour looks like
- Body confidence and self-esteem
- Healthy relationships

Demonstrating that we are prepared to act, no matter how small the incident

If the incident is very 'low level' – for example, a pupil making a comment that staff have reason to believe they don't fully understand – it may be appropriate to explain why it wasn't OK and ask the pupil to apologise to the victim on the spot.

Use this as an opportunity to encourage a class discussion about appropriate and inappropriate language.

If they apologise, make sure staff keep an eye out for any recurrence from that particular pupil.

If they refuse, escalate the incident to a more serious sanction.

Get parents involved immediately

We will not just file an incident away, no matter how 'low-level'. We will let parents know what their child has said or done, and that you'd like them to talk about it as a family. This will help us to:

- Get the parents on board in condemning the behaviour
- Start an important conversation between the pupil and their parents about acceptable and unacceptable sexual behaviour
- Work towards a solution together

## **10.0 Exclusions**

The school has set up an Internal exclusion system called Reset and Reflect (R and R) for any student who breaks the school's code of expectations in more serious ways – such as being rude to a teacher - than can be dealt with by other means such as relocation or detention. In cases of persistent disruptive behaviour or more serious incidents, a student maybe sent on a respite placement at one of our partner schools.

Sparing use will be made of short fixed term exclusions for serious breaches of school discipline (suspension) such as participating in a fight or refusal to accept authority. Fixed term





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exclusions (suspensions) of up to 5 days will take place at the student's home, with work provided by the school. For cases of fixed term exclusions (suspensions) over 5 days' student will attend one of our partner schools to complete the exclusion.

The school expects not to use permanent exclusion, except in the unlikely event of a totally unexpected, completely exceptional and one-off serious incident or repeated refusal to accept the authority of the school.

There are four categories of exclusion:

- Internal Exclusion (Reset and Reflect). This takes place in school in a designated venue. Students work in that venue all day and are supervised by a member of support staff. Only SLT and Heads of Year can set an Internal Exclusion (Reset and Reflect).
- Suspension. Only the Executive Principal or the Head of School acting for the Executive Principal can set a fixed term Exclusion. Ratification of these exclusions has to be done by the Local Governing Board. If the exclusion is for 5 days or more the student will attend a respite placement at one of our partner schools.
- Permanent Exclusion. This is when the Executive Principal has made a decision that a student may not return to school. This decision is only taken in response to a serious breach, or persistent breaches, of the school's behaviour policy, and if allowing the student to remain in school would seriously harm the education or welfare of the student or of other students, staff or members of the wider community. Following the permanent exclusion hearing the parents have 15 days in which to appeal against the decision. Until this time period elapses the student remains the responsibility of the school.

When a decision to exclude has been made, parents are notified as quickly as possible. This may initially be by telephone call followed by a letter. If the student is being looked after by the Local Authority, the Social Services department should be informed.

The exclusion notification should state the reason for the exclusion, its duration and the date of the post exclusion meeting. It must also inform parents/carers of their right to appeal to the chair of governors.





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## 11.0 Bullying

### Dealing with Bullying

Bullying can be physical or emotional and it can take many forms (for example, cyber-bullying). Immediate physical safety and stopping violence come first but bullying can also be because of prejudice against particular groups (for example, because of Special Educational Needs, on grounds of race, religion, gender, sexual orientation or transgender status, or because of caring duties).

At Greatfields, staff, leaders and governors are best placed to decide how best to respond to the particular issues that affect their pupils.

Greatfields will put in place disciplinary measures to pupils who bully in order to show clearly that their behaviour is wrong. Disciplinary measures must be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. At Greatfields, we consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying behaviour may need support themselves.

Greatfields Schools will excel at tackling bullying and create an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment – in the playground, corridors, classrooms, and beyond the school gates.

The knowledge and values that children are taught in lessons are reinforced by staff and older pupils setting an excellent example to others. Schools that achieve this are successful in preventing bullying from arising in the first place.

Greatfields schools will:

- **involve parents** to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. Parents feel confident that the school will take any complaint about bullying seriously and resolve the issue in a way that protects the child, and they reinforce the value of good behaviour at home;
- **involve pupils.** All pupils understand the schools' approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders;
- **regularly evaluate** and update their approach to take account of developments in technology, for instance updating 'acceptable use' policies for computers;





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- **implement disciplinary sanctions.** The consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable;
- **openly discuss differences between people that could motivate bullying,** such as religion, ethnicity, disability, gender or sexuality. Schools can also teach children that using any prejudice based language is unacceptable;
- **work with the wider community** such as the police and children's services where bullying is particularly serious or persistent and where a criminal offence may have been committed. Successful schools also work with other agencies and the wider community to tackle bullying that is happening outside school;
- **make it easy for pupils to report bullying** so that they are assured that they will be listened to and incidents acted on. Pupils should feel that they can report bullying which may have occurred outside school including cyberbullying;
- **create an inclusive environment.** Greatfields will create a safe environment where pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination;
- **celebrate success.** Celebrating success is an important way of creating a positive school ethos around the issue.

## 12.0 SEND and Student Support

- The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.
- The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.
- Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.
- When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.
- Where behaviour is deemed to result from a known SEND, then the SENCo will work closely with the Head of Inclusion to monitor the pupil's behaviour and put in place positive strategies to support them.

