

# Greenway Academy

## Behaviour for Learning Policy

### Aims and objectives

In seeking to define acceptable standards of behaviour we acknowledge that these are goals to be worked towards rather than expectations which are either fulfilled or not. We believe that the school has a central role in the children's social and moral development just as it does in their academic development. In the same way as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to conform to our behavioural goals. The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school we work towards standards of behaviour based on the basic principles of integrity, respect, compassion, courage and aspiration. It follows that acceptable standards of behaviour are those which reflect these principles.

### Aims:

- To create an environment which encourages and reinforces good behaviour;
- To define acceptable standards of behaviour;
- To encourage consistency of response to both positive and negative behaviour;
- To promote self-esteem, self-discipline and positive relationships;
- To ensure that the school's expectations and strategies are widely known and understood;
- To encourage the involvement of both home and school in the implementation of this policy.

### School Ethos

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children. As adults we aim to:

- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contribution of all.

### The Curriculum and Learning

We believe that an appropriately structured curriculum and opportunities for effective learning for all contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feed-back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

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Therefore, our lessons are planned with clear objectives that can be understood by the children, and differentiated to meet the needs of children of different abilities. Marking and record keeping are used to provide feed-back to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

### Classroom Management

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 teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

It follows that our classrooms are organised to develop independence and personal initiative. Furniture is arranged to provide an environment conducive to on-task behaviour. Materials and resources are arranged to aid accessibility and reduce uncertainty and disruption. Displays help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom provides a welcoming environment.

### Teaching Methods

A variety of teaching methods are used to encourage enthusiasm and active participation for all. Lessons aim to develop the skills, knowledge and understanding which will enable the children to learn and play in co-operation with others. Praise is used to encourage good behaviour as well as good learning. Challenging inappropriate behaviour is made as private a matter as possible between teacher and child to avoid resentment. We encourage careful use of 'scripts' (personalised to each child if needed) when challenging pupil behaviour, for example, stressing the positive behaviour that is required and avoiding labelling the child in a negative way. We also prefer to use prevention rather than intervention wherever appropriate.

### Rules and Procedures

Rules and procedures are designed to make clear to the children how they can achieve acceptable standards of behaviour. They illustrate to the children how, in different situations, they can observe our principle that everyone- themselves and others- has the Right to Safety, to be able to Learn and to Respect.

Rules and procedures:

- are kept to a necessary minimum;
- are positively stated, telling the children what to do rather than what not to do;
- actively encourage everyone involved to take part in their development;
- have a clear rationale, made explicit to all;
- promote the idea that every member of the school has responsibilities towards the whole.

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Each classroom will have on display 'Our Expectations' which promotes a positive perspective to expected behaviour in learning. They will also have a copy of the Behaviour pyramid.

### Rewards

Our emphasis in our behaviour for learning is on using rewards to reinforce good behaviour choices. We recognise that most children respond better if they receive praise more frequently than correction. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is verbal praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. Recognition of achievement in learning or behaviour can also be rewarded by

- House points
- Merit awards
- Stickers
- Postcards home
- 15 minute class rewards

As part of our PSHCE (including British Values), the importance of responsibility is promoted in both the local community and the wider context. There are opportunities to use house points towards local and charity projects.

### Consequences

Although rewards are central to the encouragement of good behaviour, there is a need for consequences to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful deterrent.

Our use of consequences is characterised by certain features:

- It must be clear why the consequence is being applied;
- It must be made clear what changes in behaviour are required to avoid future consequences;
- Group punishments are avoided as they breed resentment;
- There is a clear distinction between minor and major offences;
- The focus is on the behaviour, not the person.

Consequences range from expressions of disapproval, through withdrawal of privileges and/or time out inside and outside the classroom, to referral to the Head teacher, letters to parents and, ultimately and in the last resort, exclusion (following the LEA guidelines). The most common inappropriate behaviour is low level where most instances of poor behaviour are relatively minor and can be adequately dealt with through a hierarchy of intervention strategies. Annotations to the pyramid in Appendix 2 exemplify the lead for these consequences. A record of behavior incidents is kept by each teacher in their class behaviour log.

Where anti-social, disruptive or aggressive behaviour is frequent, consequences alone may be ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures will take place to eliminate these as contributory factors. Additional specialist help and advice from the Educational Psychologist or other external professionals may be necessary.

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### Communication and parental partnership

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern, it is important that all those working with the child in school are aware of those concerns and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to all teachers in the year group so that strategies can be discussed and agreed before senior staff are involved or more formal steps are taken. A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy.

### Monitoring and review

The behaviour policy will be reviewed at the beginning of each academic year.

### Appendices

**A range of useful proformas and guidance notes are included in this policy for the benefit of teaching and support staff.**

**This policy also considers the Department for Education guidance on Sexual Violence and Sexual Harassment between children in schools and colleges May 2018.**  
For further reading <https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

Chair of Governors: \_\_\_\_\_ Date: September 2018

# Greenway Academy Behaviour for Learning Policy

## Appendix 1a

### Greenway Academy Incident Form

**Location (please highlight)**

Playground   Dining Room   Hall   Corridor   Toilets   Playground   Field   School Trip   Classroom

**Name:**

**Class:**

**Reported by:**

**Date:**

**Time:**

**Description of Incident:**

**Other pupils involved:**

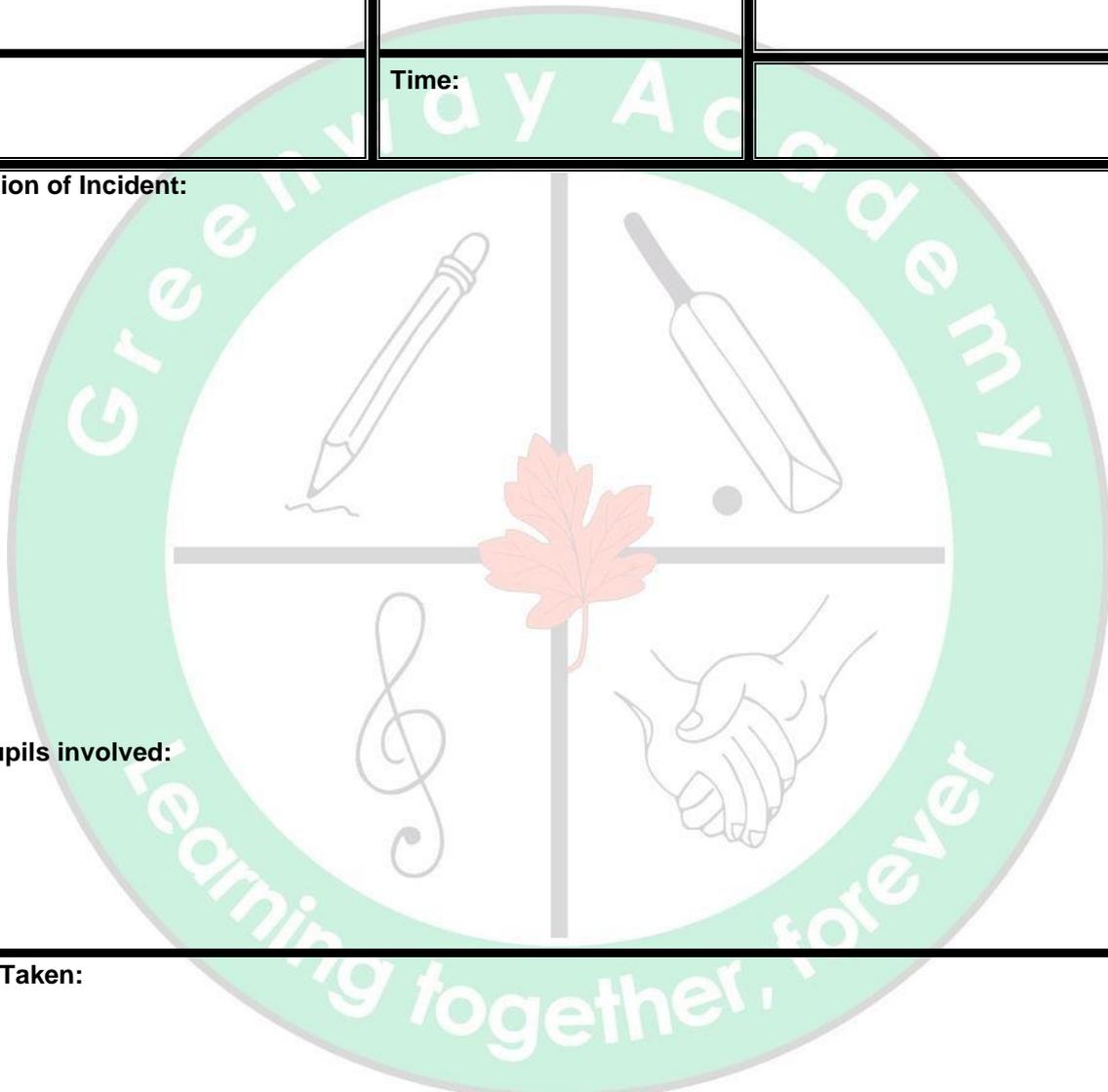
**Actions Taken:**

**Principal Informed Y/N**  
(or Duty SLT, if absent)

**Parents Informed Y/N**  
(Please circle)

**Date:**

**Signature**



# Greenway Academy Behaviour for Learning Policy

Hand form into the Principal's Office on completion  
**Appendix 1b**

Greenway Academy Incident Report					
Date:		Reported by:			
Type of Incident (mark with cross)	X	Location (mark with cross)	X	Time (mark with cross)	X
Accident		U/S Playground		Transition (Going to playground)	
Aggressive behaviour		L/S Playground		1 <sup>st</sup> quarter (12.30-12.45)	
Assault pupil		Field		2 <sup>nd</sup> quarter (12.45-1.00)	
Bullying		Dining Hall		3 <sup>rd</sup> quarter (1.00-1.15)	
Damage Property		Gymnasium		4 <sup>th</sup> quarter (1.15-1.30)	
Defiance		Corridor		Transition (Returning to class)	
Fighting		Toilets		Other	
Rudeness		Woods/Trees			
Swearing					
Play Fighting		<b>Pupil(s) Involved:</b>			<b>Class</b>
Verbal Abuse – Pupil					
Verbal Abuse – Adult					
Racist Incident					
Unkindness to other pupil					
Other					
<b>Additional Details:</b>					
<b>Playground Consequence (mark with cross)</b>		<b>Additional Consequence (mark with cross)</b>		<b>Parental Involvement</b>	
2 Minutes		Lunchtime Detention Date:			
5 Minutes		Class Teacher Informed			
10 minutes		Phone Call Home Date:			
Refer to SLT		Other			
		Logged in SIMS			

# Greenway Academy Behaviour for Learning Policy

## Appendix 2a

### Sanctions for inappropriate classroom behaviour



\* Allows learning to continue (only applicable during lesson time)

# Greenway Academy Behaviour for Learning Policy

## Appendix 2b

### Sanctions for inappropriate lunch-time behaviour



# Greenway Academy Behaviour for Learning Policy

## Appendix 3

### Statement on Discipline Greenway Academy

#### Introduction

Greenway Academy is a place where the development and progress of each pupil is carefully monitored by teachers and associate staff, who will encourage them to fulfil their potential, at whatever level, in a sensitive, caring and friendly, regulated environment.

The school's Behaviour for Learning Policy is founded on the principles of *Rights and Responsibilities* (See Appendix A) in order that

- all member of the school community are truthful, courteous and considerate at all times;
- every pupil has the right and the responsibility to learn;
- every teacher has the right to teach without disruption.

Behaviour expectations are that

- pupils should move around the school safely and sensibly;
- school buildings and grounds and all property within the school, should be kept in a clean state and cared for responsibly;
- pupils will wear school uniform, as laid down by the governing body, at all times.

Pupils will have support in order that

- they know what help is available and where to find it;
- they are given the opportunity to understand the consequences of their actions;
- their parents/carers are kept informed of the school's concerns about their child's behaviour.

Any form of bullying, whether verbal, mental or physical, sexual or racial, will not be tolerated under any circumstances.

The response to unacceptable behaviour should be both appropriate and proportionate.

The action of any individual or individuals should not result in a general consequence to any pupil or group of pupils not involved in the action(s).

Adopted by the Governing Body at Greenway Academy.

Signed \_\_\_\_\_ Date: September 2018  
Chair of Governors

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### Appendix A Rights and responsibilities

SCHOOLS Rights	Responsibilities
<ul style="list-style-type: none"> <li>• To make clear the school's statutory power to discipline pupils and that pupils and parents will need to respect this.</li> <li>• To enforce their school-behaviour policy – including rules and disciplinary measures.</li> <li>• To expect pupils' and parents' cooperation in maintaining an orderly climate for learning.</li> <li>• To expect pupils to respect the rights of other pupils and adults in the school.</li> <li>• Not to tolerate violence, threatening behaviour or abuse by pupils or parents. If a parent does not conduct himself/herself properly, a school may ban them from the school premises and, if the parent continues to cause nuisance or disturbance, they may be liable to prosecution.</li> <li>• To take firm action against pupils who harass or denigrate teachers or other school staff on or off premises – engaging external- support services, including the police, as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• To ensure the whole school community is consulted about the principles of the school-behaviour policy.</li> <li>• To establish and communicate clearly measures to ensure good order, respect and discipline.</li> <li>• To cooperate and agree appropriate protocols with other schools in the local <a href="#">school partnership for behaviour and persistent absence</a>.</li> <li>• To ensure the school-behaviour policy does not discriminate against any pupil on, e.g. grounds of race, gender, disability or sexual orientation, and that it promotes good relations between different communities.</li> <li>• To ensure teachers' roles in school discipline matters are consistent with the National Agreement Raising Standards and Tackling Workload, and workforce-remodelling agenda, so that there is due recognition of the enhanced roles of support staff and not all responsibilities are focused on teachers.</li> <li>• To ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies.</li> <li>• To support, praise and, as appropriate, reward pupils' good behaviour.</li> <li>• To apply sanctions fairly, consistently, proportionately and reasonably – taking account of SEN, disability and the needs of vulnerable children, and offering support as appropriate.</li> <li>• To make <a href="#">alternative provision from day six</a> for fixed-period excluded pupils, and where appropriate to arrange reintegration interviews for parents at the end of a fixed-period <a href="#">exclusion</a>.</li> <li>• To take all reasonable measures to protect the safety and well-being of staff and pupils, including preventing all forms of <a href="#">bullying</a> and dealing effectively with reports and complaints about bullying.</li> <li>• To ensure staff model good behaviour and never denigrate pupils or colleagues.</li> <li>• To promote positive behaviour through active development of pupils' social, emotional and behavioural skills.</li> <li>• To keep parents informed of their child's behaviour, good as well as bad, use appropriate methods of engaging them and, where necessary, support them in meeting their parental responsibilities.</li> <li>• To work with other agencies to promote community cohesion and safety.</li> </ul>

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PUPILS Rights	Responsibilities
<ul style="list-style-type: none"> <li>• To contribute to the development of the school-behaviour policy, with every pupil involved in the consultation process.</li> <li>• To be taught in environments that are safe, conducive to learning and free from disruption.</li> <li>• To expect appropriate action from the school to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment.</li> <li>• To appeal to the principal/ directors, and beyond that to the Secretary of State, if they believe the school has exercised its disciplinary authority unreasonably.</li> </ul>	<ul style="list-style-type: none"> <li>• To follow reasonable instructions by school staff, obey school rules and accept sanctions in an appropriate way.</li> <li>• To act as positive ambassadors for the school when off school premises.</li> <li>• Not to bring inappropriate or unlawful items to school.</li> <li>• To show respect to school staff, fellow pupils, school property and the school environment.</li> <li>• Never to denigrate, harm or bully other pupils or staff.</li> <li>• To cooperate with, and abide by, any arrangements put in place to support their behaviour, such as Pastoral Support Programmes or Parenting Contracts.</li> </ul>

PARENTS Rights	Responsibilities
<ul style="list-style-type: none"> <li>• To contribute to the development of the school-behaviour policy.</li> <li>• To be kept informed about their child's progress, including issues relating to their behaviour.</li> <li>• To expect their children to be safe, secure and respected in school.</li> <li>• To have any complaint they make about their child being bullied taken seriously by the school and investigated/resolved as necessary.</li> <li>• To appeal to the principal/ directors, and beyond that to the Secretary of State, if they believe the school has exercised its disciplinary authority unreasonably.</li> <li>• To appeal against a decision to exclude their child, first to the governing body of the school and then, in cases of permanent exclusion, to an independent appeal panel.</li> </ul>	<ul style="list-style-type: none"> <li>• To respect the school's behaviour policy and the disciplinary authority of school staff.</li> <li>• To help ensure that their child follows reasonable instructions by school staff and adheres to school rules.</li> <li>• To send their child to school each day punctually, suitably clothed, fed, rested, and equipped and ready to learn.</li> <li>• To ensure school staff are aware of any SEN-related or other personal factors which may result in their child displaying behaviours outside the norm.</li> <li>• To be prepared to work with the school to support their child's positive behaviour.</li> <li>• To attend meetings with the Head Teacher or other school staff, if requested, to discuss their child's behaviour.</li> <li>• To adhere to the terms of a parent expectation policy relating to their child's behaviour.</li> <li>• If their child is excluded from the school, to ensure the child is not found in a public place during school hours in the first five days of exclusion and, if invited, to attend a reintegration interview with the school at the end of a fixed period <a href="#">exclusion</a>.</li> </ul>

## Greenway Academy Behaviour for Learning Policy

### Appendix 4

**Behaviour Management: Lunch Time Success Plan:**

**Date:**

		Monday	Tuesday	Wednesday	Thursday	Friday
Session 1 12.30pm	10 mins					
Session 2 12.40pm	10 mins					
Session 3 12.50pm	10 mins					
Session 4 1.00pm	10 mins					
Session 5 1.10pm	10 mins					
Session 6 1.20pm	10 mins					

Lunch with Principal with a small friendship group, game to be played afterwards. Playground from 1pm onwards.

Rewards are given in 10 minute blocks – positive verbal feedback for success.

Tick in box if he has made the right choices.

A line is given when choices are not entirely right, allowing him to earn a tick if he then makes the right choice.

Positive verbal feed back to be given whenever possible on the choices he is making – any negative feedback must only be about choices made. Consequences are the same as the behaviour pyramid.

Copy of sheet to be sent home to Parents/Carers every day.

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## Appendix 5 Greenway Academy Positive Behaviour for Learning Plan

Name				Year/Class
Start date	T2, 4, 6	Review Date	T2, 4, 6	
Concerns	Class	Playtime	Lunchtime	Transition
What behaviour is being seen /experienced and where?  Children involved?				
Targets	Class	Playtime	Lunchtime	Transition
SMART targets to be set for child?				
Effective Strategies	Class	Playtime	Lunchtime	Transition
What strategies are effective? Agreed strategy?				
Responsibility	Class	Playtime	Lunchtime	Transition
Responsibility and reporting to parents				

# Greenway Academy Behaviour for Learning Policy

## Appendix 6

### Individual behaviour management plan

Information collected includes:

- Behaviour of concern
- What we know already; facts & observation, working & not working
- Planned strategies for:
  - Talking and being with child
  - Managing surroundings
  - Managing activities
  - Managing transition
  - Positive handling

