



THE GREETLAND ACADEMY

BEHAVIOUR AND EXCLUSION POLICY STATEMENT

July 2021

AIMS AND EXPECTATIONS

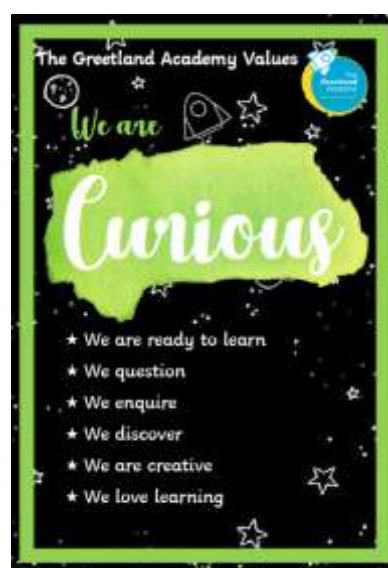
At The Greetland Academy, our primary aim is that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is designed to promote a calm and stimulating environment in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour. Appropriate rules, effective routines and good relationships are all consistently applied across the school to maintain high standards of behaviour for the majority of pupils at The Greetland Academy. We recognise that a minority group of children may require bespoke care, such as a personalised behaviour plan to meet their meet complex individual needs.

1. VALUES

1.1 'Reaching Great Heights'

We have established a set of 6 core values which sit under the whole school motto 'Reaching Great Heights'. These are explicitly taught and underpin the ethos, environment and curriculum at The Greetland Academy. The 6 values are





- 1.2 The value posters will be displayed in every classroom and embedded into the language and routine of the school day. In order for the values to be established foundations, they are regularly revisited during assemblies, PSHCE lessons, stories, opportunities for whole class and individual discussion and time for reflection.

2. STAFF EXPECTATIONS

- 2.1 The staff in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.
- 2.2 The staff treat each child fairly and enforces the 6 core values consistently and treats all children in their class with respect and understanding.
- 2.3 If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents on CPOMS. In the first instance, the class teacher deals with incidents in line with the behaviour code. However, if misbehaviour continues, this escalates to the learning mentor then SLT. (*Appendix 1: behaviour code poster*) The class teacher will also contact a parent if there are concerns about the behaviour or welfare of a child.
- 2.4 Staff must know and understand their pupils and their influences as good relationships form the foundations for positive behaviour management.
- 2.5 Teachers will teach learning behaviours and all staff will have high expectations and model appropriate behaviours.
- 2.6 Classroom management strategies will be used in line with the school policy to support good classroom behaviour and reinforce the 6 core values. Simple approaches to classroom management (*Appendix 2: EEF improving behaviour in schools guidance*) will form part of the regular classroom routine.
- 2.7 Teachers will tailor individual approaches (individual behaviour plans) to support the needs of individuals at The Greetland Academy, these are in line with the school policy and high expectations for all and these will be shared with all necessary staff.
- 2.8 Consistency and coherency are paramount at a whole school level.
- 2.9 We value the ethos and strategies around the practice of Restorative Justice and use this learning to support children to positively resolve any conflicts they may have.

3. EQUAL OPPORTUNITIES

- 3.1 Every member of The Greetland Academy community has an equal right to fair treatment and consideration according to the values expressed in this behaviour policy and all will have

- equal access to the specified system of rewards and sanctions.
- 3.2 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. (*Refer to Anti-Bullying Policy & Appendix 3: Anti-Bullying Charter*)
 - 3.3 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

4. HOME/ACADEMY LINKS

- 4.1 The academy will establish strong channels of communication with parents – both formal and informal – to ensure the promotion of high behavioural standards.
- 4.2 The contents of this behaviour policy will be shared with parents and they will be encouraged to work in partnership with the academy to ensure its successful implementation.
- 4.3 The academy will work closely with support agencies to promote home/academy links.

5. EXCLUSION

- 5.1 A decision to exclude a child is viewed as a serious decision. In accordance with the The School Discipline (Pupil Exclusions and Review) (England) Regulations 2012 and Department for Education 'Exclusion from maintained schools, Academies and pupil referral units in England'. A decision to exclude a pupil should be taken only: in response to serious breaches of the academy's behaviour policy; and if allowing the pupil to remain in academy would seriously harm the education or welfare of the pupil or others in the academy'
- 5.2 Only the Principal or teacher in charge can exclude a child. The decision to exclude a child will be the final step in a process for dealing with disciplinary offences following a wide range of other strategies
- 5.3 The Principal may judge it appropriate for a child to be permanently excluded for a 'one off' offence, including: serious actual or threatening violence against another pupil or a member of staff; sexual abuse or assault; supplying an illegal drug; or carrying an offensive weapon
- 5.4 After such a decision to exclude a child is made, the procedures for Principal, Parents, Local Governing Body and LA will be followed in accordance with the September 2006 Guidance on Exclusion from Schools and Pupil Referral Units.

This policy will be reviewed and evaluated in line with the academy's policy monitoring schedule and the academy development plan.

Policy reviewed and agreed: July 2021

The Greetland Academy Behaviour Code

Language & Rewards need to positively reinforce the 6 core values

Positive Praise
Whole Class Tokens
Seesaw positive post

Class reward system
Star of the week certificate

Sanctions to be implemented if any of the core values are not complied with

Step 1

Verbal Warnings x2

- 1 – verbal reminder of positive behaviour to child
- 2 – option/instruction to be given to child to support behaviour change

Step 2

Reflect with Class Teacher
5 minutes reflection

Reflection Questions

- What happened?
- What were you thinking when...?
- How were you feeling when...?
- Who else has been affected by this and how?
- What can you do to make this better?

Step 3

Reflect with Learning Mentor
Supervised playtime with Nicola separate from class
Class Teacher to contact parents

Step 4

Reflect with S.L.T
Behaviour plan or report considered
SLT to contact parents

Behaviour incidents recorded on CPOMS. Must include incident description linked to value, teacher actions of de-escalation and reflection/follow up.

IMPROVING BEHAVIOUR IN SCHOOLS

Summary of recommendations

Sections are colour coded for ease of reference:



The Greetland Academy Anti-Bullying Charter



In our school we have decided that bullying is:
Repeated – it keeps on happening
Deliberate – causes hurt to another person on purpose

Bullying goes against our school values of being
Healthy, Respectful & United.

An act of bullying could be:

Verbal – saying unkind things

Physical – kicking, pushing, hitting etc

Emotional – not letting another person join in; excluding somebody on purpose; telling others to be unkind to someone

Online/Cyber – posting on social media, sharing photos, sending nasty messages

Bullying is NOT:

A 'heat of the moment' incident

A fall-out

A disagreement or difference of opinion

An accident

If you think you are being bullied or someone is being unkind to you, tell an adult in school. If you still need help, find Mrs Simpson