



Policy Name	Behaviour Management Policy
Approved by	Headteacher
Date of Approval	05/02/2024
Date of Next Review	Spring 2025
Review Cycle	Annual
Type of Policy	Statutory
Policy Owner	Headteacher
Policy Published on School Website	Yes
This Policy should be read in conjunction with	<ul style="list-style-type: none"> <li>● Reducing the need for restraint and restrictive intervention (2019)</li> <li>● Behaviour and discipline in schools (2016)</li> <li>● The Equality Act (2010)</li> <li>● Supporting Pupils at school with Medical Conditions (2017)</li> <li>● Section 175 of the Education Act 2002</li> <li>● Sections 88-94 of the Education and Inspections Act 2006</li> <li>● Safeguarding Policy</li> <li>● Supporting Children with Medical Conditions Policy</li> <li>● Anti-bullying Policy</li> <li>● Physical Restraint and Use of Reasonable Force Policy</li> <li>● SEN Policy</li> <li>● Equal Opportunities Policy</li> </ul>

## Aims

Our behaviour strategy is aimed at improving educational outcomes for all pupils by promoting and supporting their engagement in learning. We place self-discipline at the core of our behavioural approach and set extremely high expectations for behaviour for all members of our school community.

This policy aims to provide:

- Provide a consistent approach to behaviour management
- Set high expectations for behaviour for all children and staff
- Promote good behaviour through recognition and rewards
- Provide a model of positive and social behaviour
- Outline the school's response to unacceptable behaviour

## School's Mission statement

Our motto is '*All learning together*'. At Geoffrey Field, we believe everyone – children and adults alike are on a lifelong learning journey that should be challenging and enjoyable. We are committed to ensuring that our children succeed and do well, providing choice, opportunity and challenge. We foster an environment where children and adults are learning from one another in an atmosphere of low threat and high, but achievable, expectations.

## Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Reducing the need for restraint and restrictive intervention \(2019\)](#)
- [Behaviour and discipline in schools \(2016\)](#)
- [The Equality Act \(2010\)](#)
- [Supporting Pupils at school with Medical Conditions \(2017\)](#)
- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

## Roles & Responsibilities

### The school community:

- Respect and care for each other
- Value each other; listen to others and learn to work co-operatively
- Work within the rules established by the class and school
- Learn to resolve disputes positively
- Value and take responsibility for our environment
- Work to understand our emotions and actions and take responsibility for these

### Pupils:

- Having a positive attitude towards their learning; working to the best of our ability at all times.
- Speak out if they feel someone is being treated unkindly or unfairly.
- Demonstrate our school values of kindness, honesty, responsibility, respect and resilience.

**Staff:**

- Recognise the strength of their position in relation to pupils; that pupils' dignity and self-respect is at the heart of work on behaviour. Actions taken by staff are always to be measured against this central principle.
- Act in a fair and consistent manner when reinforcing the school rules.
- Support pupils to become independent; making good choices about their behaviour.
- Value what pupils have to say and encourage their views.
- Promote positive behaviour within and beyond the school through recognition and reward.
- Engage and involve pupils in their own learning; providing them with the skills and attitudes to become lifelong learners.
- Record incidents of unacceptable behaviour where appropriate.
- Be aware of and understand their own and the others' rights and responsibilities (see Appendix II)

**Parents:**

- Support the school when reasonable consequences are used to reinforce the school rules.
- Promote positive behaviour at home so that there is continuity between home/school
- Contact the school if they have concerns about the way a situation has been dealt with involving their child.
- Contact the school if they have concerns about their child's social or emotional development.
- Be aware of and understand their rights and responsibilities (see Appendix II)

**Head teacher:**

- Sets the ethos of the school and provides a model of consistency when applying the behaviour policy.
- Supports staff with implementing the policy and the strategies for inclusion document.
- Promotes positive behaviour through the school's system of rewards and recognitions.
- Records incidents of inappropriate behaviour where necessary.
- Monitors behaviour logs to identify concerns that need addressing at an individual or whole school level. The head teacher in consultation with other members of staff (*i.e. School SENCo*) will decide when to involve other local agencies to assess the needs of pupils who display continuous disruptive behaviour; and
- Report behaviour analysis to governors and actions.
- Leads development work in relation to positive behaviour management.
- Works with parents to promote and maintain the positive behaviour strategies and is available each day to listen to the views and concerns of parents and pupils.
- Is responsible for giving fixed-term exclusions to individual children for serious acts of misbehaviour and may permanently exclude a child for repeated, or very serious, acts of anti-social behaviour.

**Governors:**

- Monitor the effectiveness of the policy through reports, which give summary information about exclusions, racist incidents, incidents of bullying, etc.
- Monitor the effectiveness of the policy through regular visits to the school; conversations with pupils and analysis of questionnaires to parents and pupils.
- Provide a disciplinary committee to review exclusions, which are for more than 15 days in term.
- Promote the behaviour policy to parents and listen to any concerns they may have about behaviour matters.

## **Encouraging Positive Behaviour**

We believe that behaviour is best when it is recognised and rewarded. All adults at our school play a vital part in promoting positive behaviour and this achieved through the following strategies:

- Praise for appropriate behaviour
- Drawing the attention of others to their good behaviour
- Wide use of positive and friendly supervision
- The 'Good Book' assembly each fortnight allows staff members to acknowledge pupils who have been demonstrating the school values.
- Our school value reward stickers. These are recorded by the children and inform the two 'Values Count' self-assessments that take place in spring and summer term. These in turn inform the Madejski Award certificate that pupils receive annually.
- Informing parents/carers through 'Well Done Postcards', phone calls home or informal feedback at drop off and collection times.
- Year group/class reward systems (table points, house points, etc...). These systems are unique to each area in the school allowing the class teachers to personalise their reward structure for the children in their cohort.
- Visits to the head teacher
- Annual behaviour award badges, which reward all children who have had consistently good behaviour over the course of the year.

## **Discouraging Negative Behaviour**

Our emphasis is on a positive approach but we are clear about how we discourage inappropriate behaviour. Where behaviour is deemed unacceptable, the school may use one or more of the following sanctions in response. All incidents of inappropriate behaviour are recorded and analysed by the school's senior leadership so that additional support can be allocated to children who require it.

- Keeping records of inappropriate behaviour
- Working on own table in the classroom or in the year group area
- Working in the classroom of the year group leader or another year group leader
- Supervised playtime or lunchtime
- Daily check-ins with the head teacher or another member of the senior leadership team
- Daily behaviour report. A simple report that the child completes with their class teacher after each teaching period reviewing their behaviour. Typically, daily behavioural reports are used for a two-week period and shared with parents/carers each day so that both home and school are united in helping the pupil to make a positive change
- Fixed term internal exclusion
- Fixed term external suspension

See 'Strategies for Inclusion' in the appendix for further reading.

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy. Please refer to our 'Safeguarding Policy' for more information on responding to allegations of abuse.

## **Positive Handling**

The school believes that any form of restraint should only be used as a final resort when all other options have been exhausted. All school staff use de-escalation techniques to prevent situations getting to a stage where restraint may be required, although in extreme cases restraint may be required.

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded (see appendix 3 for a behaviour log)
- Be reported to parents

See the school's 'Use of Positive Handling Policy' for further information.

## **Pupil 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 head teacher in coordination with the school SENCo, Pastoral Worker and Senior Leadership Team will review recorded incidents of challenging behaviour to determine whether there are any underlying needs that are not being met. The school has several trained Emotional Literacy Learning Assistants (ELSAs), who provide focused programmes with individuals and groups on multiple topics, including managing anger, anxiety and resolving friendship issues.

## **Therapeutic Thinking Approach**

Geoffrey Field Junior is a trained Therapeutic Thinking Approach school. This means that when considering individual antisocial behaviours of pupils we look at the underlying external and internal causes as well as the behaviour itself. This includes looking at adverse childhood experiences, the current situation in and out of school, analysing patterns of behaviour and supporting the child to positively engage with school, school life and learning.

When acute needs are identified in a pupil, the school will plan a programme of support for that child, working with parents/carers to create a therapeutic thinking approach strategy that allows the child to take full advantage of their time at Geoffrey Field Junior School. Where necessary, support and advice will be sought from external professionals to identify or support specific needs.

## **Transitions**

To ensure a smooth transition between year groups, pupils have transition sessions with their new teacher(s). Where deemed beneficial, some pupils will receive additional transition sessions to ensure that the transition between year groups has limited impact on their academic progress. These additional transitions are also organised between feeder schools for our incoming year 3 pupils and secondary schools for our year 6 pupils.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

## **Bullying**

At Geoffrey Field, we are committed to providing a caring, friendly and safe environment for all of the pupils so they can learn in a relaxed and secure atmosphere free from oppression and abuse.

Bullying is an anti-social behaviour and affects everyone. All types of bullying are unacceptable at our school and will be tackled. Pupils should feel able to tell and when bullying behaviour is brought to our attention, prompt and effective action will be taken.

We are a **TELLING** school. This means that **anyone** who is aware of any type of bullying that is taking place is expected to tell a member of staff immediately.

At Geoffrey Field Junior we define bullying as repeated targeted antisocial behaviour aimed at another child or children.

Bullying generally takes one of four forms:

<b>Indirect</b>	being unfriendly, spreading rumours, excluding, tormenting (e.g. hiding bags or books)
<b>Physical</b>	pushing, kicking, hitting, punching, slapping or any form of violence
<b>Verbal</b>	name-calling, teasing, threats, sarcasm
<b>Cyber</b>	all areas of internet misuse ( <i>see cyberbullying policy for further clarification</i> )

Details of our school's approach to preventing and addressing bullying are set out in our 'Anti-bullying Strategy'.

## **Child on Child Abuse**

All staff understand the importance of challenging inappropriate behaviours between peers. The school's approach is never to downplay certain behaviours, for example dismissing sexual harassment as 'a joke' or 'banter' as this can lead to a culture of unacceptable behaviours and consequently an unsafe environment for children.

The school has an effective system for students to be able to raise concerns with staff, knowing they will be listened to, supported and valued, and that the issues they raise will be looked into and addressed. We encourage all pupils to identify a 'trusted adult'. This is further supported by our PHSE curriculum, which will help students develop their understanding of acceptable behaviours, healthy relationships and keeping themselves safe.

Where necessary the school will liaise and work with other professional bodies to develop robust risk assessments for pupil exhibiting a concerning behaviour towards their peers.

## **Monitoring**

The effectiveness of the behaviour policy is monitored through termly analysis of data collected and regular communication between the school staff.

This policy will be reviewed by the head teacher and full governing body every year. At each review, the policy will be approved by the head teacher.

### **Links with other policies**

This behaviour policy is linked to the following policies:

- Safeguarding Policy
- Supporting Children with Medical Conditions Policy
- Anti-bullying Policy
- Physical Restraint and Use of Reasonable Force Policy
- SEN Policy
- Equal Opportunities Policy

### **Appendices**

1. Strategies for Inclusion
2. Rights & Responsibilities for pupils, parents and staff