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This Policy should be read in conjunction with	• 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 • Sections 88-94 of the Education and Inspections Act 2006 • Safeguarding Policy • Supporting Children with Medical Conditions Policy • Anti-bullying Policy • Physical Restraint and Use of Reasonable Force Policy • SEN Policy • Equal Opportunities Policy • Health, Safety and Welfare Policy • GFJS Behaviour Curriculum

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Aims

Our behaviour strategy is focused on improving educational outcomes for all pupils by promoting and supporting their engagement in learning. We believe that all children learn best together in a positive and caring environment which is driven by our values curriculum. An environment where they can feel safe, listened to, valued and treated with respect. 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.

Our aim is to promote a therapeutic approach to behaviour that enables all pupils to achieve their potential and develop academically, socially, and emotionally, thereby approaching the child's development with a holistic mindset.

This policy should be read alongside our GFJS Behaviour Curriculum which sets out our intent and values led curriculum in school everyday.

The intent of this policy is to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
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School's Mission statement

At Geoffrey Field Junior School, we believe that all children learn best together in a positive and caring environment. An environment where they can feel safe, listened to, valued and treated with respect.

Our school motto is "all learning together". We have an ambitious, inclusive and tailored curriculum that meets the needs of all our pupils and that provides challenges for all children at a level that is appropriate for them. Our expectations are high and an emphasis is placed on pupils becoming confident and fluent in the foundational skills of Maths, English and oracy as well as the wider curriculum offered. We promote a growth mindset and model that everyone is constantly learning. Our mistakes are encouraged and shared as these are our opportunities to reflect and learn.

Every child is different and every child has the right to feel heard. Therefore, we prioritise the choices and opportunities we offer our pupils, helping to foster their interests beyond the curriculum. Our programme of school clubs, pupil groups and enriching curriculum experiences inspire, develop and empower our pupils. We aim to provide opportunities in which everyone can excel and feel success.

Our school is a vital step for all pupils in becoming successful and fulfilled members of our community. We are not only preparing them for their next school but for adulthood and life in the wider world beyond education. We want our children to be independent and confident life-long learners who can make responsible choices and take full advantage of the opportunities that life offers them both now and in the future. We are proud to be part of our Whitley community and this is encouraged in our localised curriculum.

To support our children in becoming confident citizens, our teaching and learning is underpinned by our five core values of kindness, responsibility, honesty, resilience and respect. These values are interwoven throughout our entire curriculum and you will see any member of our community modelling them daily when you are in school. Everyone is expected to demonstrate these values in their learning and social interactions with any peers, parents or staff.

				
I will show kindness and care for everyone and everything.	**I will be honest and tell the truth at all times- even when it feels difficult.**	**I will show respect and good manners at all times.**	**I will be resilient and not give up. I can recognise it is ok to ask for help.**	**I will be responsible for my own learning, behaviour and actions.**

Legislation and statutory requirements

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

- Behaviour in schools: advice for headteachers and school staff

- Searching, screening and confiscation: advice for schools
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Restrictive interventions, including the use of reasonable force, in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Sharing nudes and semi-nudes: advice for education settings working with children and young people
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- 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
- DfE guidance explaining that maintained schools must publish their behaviour policy online

Definitions

Conscious Behaviours:

- Behaviours that we choose because they are successful and effective at meeting our needs. Behaviours that are the result of thought or planning.
- Predominantly conscious behaviours serve the individual well enough to encourage them to use the behaviour despite any certain or potential consequence or punishment associated with the behaviour.
- Conscious decisions are influenced by the perceived outcome. They can be positively influenced by rewards, praise, recognition etc. or suppressed with expectations, consequences, disapproval (within an established positive relationship), positive peer influences or expectations.

Subconscious Behaviours- Behaviours that Choose Us:

- Behaviours that are evident without any thought or planning.
- Predominantly sub-conscious behaviour is a sign of a failure to cope with an overwhelming feeling. Such as being overwhelmed with frustration, anxiety or depression or excitement
- Subconscious behaviour can be influenced by raised awareness or by changing the experience or feeling which is causing the reaction. They can be positively influenced by support, deflection, nurture as well as reduced stimulus, change of personnel or peer group, emotional support, counselling, managing triggers such as space, noise or activity, or engagement

Protective Consequences:

- These are protective measures, put in place to ensure that anti-social behaviour does not negatively impact on other children. Such as a reflective discussion during a supervised break or lunch.
- These are usually necessary where children are unable to control their behaviour and are not engaging with support. Such as staggered breaks and lunch times, own work stations etc.
- These are designed and managed by the Senior Leadership Team and may involve changes to individual timetables, groups and activities.

Educational Consequences:

- These are put in place to help children learn something that will make the behaviour less likely in the future. It is not a punishment and must provide a learning outcome. Key questions staff must ask when delivering educational consequences are: What does the child need to learn? How am I going to teach them?
- Examples of educational consequences include: completing tasks; rehearsing and practising; assisting with repairs or the planning for repairs; educational opportunities; research the real-world implications; conversation and exploration.

Roles & Responsibilities

The school community:

- Respect and care for each other
- Value each other; listen to others and learn to work cooperatively
- 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.
- Follow the schools rights and responsibilities as listed in our behaviour curriculum.
- Reflect openly, with staff support, in supervised break or lunch when things go wrong

Pupils will be made aware of the following during their curriculum:

- The expected standard of behaviour and values they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key routines and expectations
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The support that is available to them to help them meet the behaviour standards
- Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.
- Pupils will be asked to give feedback on their experience of the behaviour curriculum to support the evaluation, improvement and implementation of the behaviour policy.

Value	Rule	Right	Responsibility	Action
	I will show kindness and care for everyone and everything.	It is my right to feel cared for, looked after, safe, heard and to be accepted for who I am.	It is my responsibility to model kind behaviour to others and myself.	We give each other space. We are kind. We use gentle words. We share. We help each other. We ask for help.

	I will be honest and tell the truth at all times- even when it feels difficult.	It is my right to be in a school where I can trust everyone to be honest with me.	It is my responsibility to be honest, own my mistakes and learn from them.	We tell the truth. We admit when we make mistakes. We help friends be honest. We share our true feelings. We learn when things go wrong.
	I will show respect and good manners at all times.	It is my right to be respected and treated fairly by all adults and peers.	It is my responsibility to respect and value everyone and everything.	We value everyone's ideas. We care for our school. We listen when others speak. We walk quietly so others can learn. We stop when asked.
	I will be resilient and not give up. I can recognise it is ok to ask for help.	It is my right to feel supported and to be taught how to keep going when things feel a struggle.	It is my responsibility to work hard and to learn techniques to help myself when things are tricky.	We use the power of "yet"! We try with a positive attitude. We use our Zones to stay calm. We ask friends and teachers for help. We use resources to help us learn.
	I will be responsible for my own learning, behaviour and actions.	It is my right to be taught to take ownership of my choices and how to reflect on my actions.	It is my responsibility to complete my learning, to the best of my ability, and follow the school rules.	We ask for help and support. We act in a safe way. We make the most of opportunities. We follow expectations everywhere. We look after our resources.

Staff:
Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour curriculum consistently and fairly
- Using the schools behaviour ladder to ensure consistent management and expectations
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils, including providing additional support to meet the school's behaviour expectations where a pupil has SEND
- Recognising hidden stressors for vulnerable pupils, such as young carers or looked-after children, to ensure empathetic and supportive responses to their behaviour

- Being alert to new and emerging online harms, including risks associated with AI, misogynistic or misandrist content, and financially motivated sexual extortion (sometimes called 'sextortion')
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Using de-escalation techniques and positive behaviour management strategies to try to minimise and prevent the need for restrictive interventions
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents:
Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in following the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Celebrate their child's successes
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, discussing reflection forms with children at home)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues. This is mutually expected from parents to school as noted in the acceptable behaviour for parents information from Reading Borough Council which can be found on our school policies page
https://www.geoffreyfieldjuniorschool.co.uk/page/?title=Policies&pid=17

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Head teacher:
The headteacher is responsible for:

- Reviewing this policy in conjunction with the Full Governing Board
- Routinely engaging with pupils, parents/carers and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully

- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

- Sets the ethos of the school and provides a model of consistency when applying the behaviour policy and the therapeutic guidelines that sit below.
- Supports staff with implementing the policy.
- 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:
The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation
- Ensuring appropriate systems for filtering and monitoring, and cyber security are in place on school devices and networks
- Ensuring online safety is a running and interrelated theme while devising and implementing the school's approach to safeguarding and related policies and procedures, including understanding safety considerations and legal responsibilities where the school uses generative AI
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Resources and Systems for Staff

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

In the first instance of an incident occurring (depending on severity) it will be dealt with by the class teacher. Further instances or patterns of behaviour emerging will be then escalated to the team leader, then to a member of SLT, then the deputy or headteacher.

The staff will record incidents on our online system CPOMS to help identify: patterns in behaviour and pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

Pupils and Parents/Carers will be made aware of the pastoral support structures in place to help them manage their behaviour and how to engage with those structures when needed.

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of sanctions to prevent the misbehaviour recurring.

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 celebration 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 'Values Count' self-assessments. These in turn inform the Madejski Award certificate that pupils receive annually.
- Informing parents/carers through 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 or the senior leadership team

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- this is to complete reflective, restorative work with a member of the senior leadership team
- 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
- See our Suspensions and Exclusions Policy for further details

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will follow the procedures as in the 'Allegations of Abuse Against Staff' policy.

Behaviour Curriculum

Positive behaviour will be taught to all pupils as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. This is centered

around our 5 core values or Kindness, Respect, Responsibility, Honesty and Resilience. These are focussed on in PSHE lessons, curriculum and in weekly assemblies for example.

Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside the classroom before a lesson.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

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. The term 'reasonable force' covers the broad range of actions used by staff that involves a degree of physical contact to **keep a child safe from harming themselves or others. This is the only time physical intervention should be used.**

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.

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
- Be reported to parents

See the school's 'Physical Intervention and Use of Reasonable Force 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 defined as behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Bullying can involve an imbalance of power between the perpetrator and the victim. This could involve perpetrators having control over the relationship, which makes it difficult for those they bully to defend themselves. The imbalance of power may be physical, psychological, derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate.

Bullying is therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

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:

Indirect	being unfriendly, spreading rumours, excluding, tormenting (e.g. hiding bags or books)
Physical	pushing, kicking, hitting, punching, slapping or any form of violence
Verbal	name-calling, teasing, threats, sarcasm

Cyber	all areas of internet misuse *(see cyberbullying policy for further clarification)*

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: ● Racial ● Faith-based ● Gendered (sexist) ● Homophobic/biphobic ● Transphobic ● Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality) or perceived characteristic
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, non-consensual making or sharing of nudes or semi-nudes (including those generated using AI) or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video or written content, including content generated or altered using AI

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 pupils exhibiting a concerning behaviour towards their peers.

Staff Induction, Development and Support

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

Staff will know where and how to ask for assistance if they're struggling to build and maintain an effective culture of positive behaviour. Staff voice will be considered when the school develops and refines its behaviour policies and procedures.

The SLT and the headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.

Prohibited items - knives or weapons; alcohol; illegal drugs; stolen items; tobacco, vapes and cigarette papers; fireworks; pornographic images; any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or injure a person or damage property;

Plus any item which a school policy specifies as banned and able to be searched for - Mobile phones - these are only allowed to be brought to school by children who walk alone and must be handed to the front office on arrival. Electric scooters. Gaming devices, including laptops, Chromebooks, etc. Chewing or bubble gum. Sweets - only allowed to be shared for birthdays/celebrations and must be given to the class teacher. Fizzy drinks / Energy drinks. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

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.