



Behaviour, Sanctions and Exclusion Policy (including the Pre-Prep department and Little School)

See Little School Biting Policy

Mrs Julie Swords, Nursery Manager, is responsible for behaviour in Little School.

Mrs Lucy Bunyan, Head of Pre Prep is responsible for behaviour management in the Pre-Prep department.

Mrs Hannah Shaw, Assistant Head of Pre-Prep is responsible for behaviour management in Years 1 and 2.

Ms Beth Reeve is responsible for behaviour management in Years 3 and 4.

Miss Danielle Griffiths is responsible for behaviour management in Years 5 and 6.

This document is a statement of the aims, principles and strategies for Behaviour and Sanctions at Greenfield School. This includes the Pre Prep Department and Little School. This policy was written with regard to *Preventing and Tackling Bullying (July 2017)* and *Behaviour and Discipline in Schools (January 2016)* and covers how behaviour will be monitored during the return of children to school following the closure of all schools due to the Covid-19 pandemic.

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour and Discipline in Schools -
A guide for headteachers and School Staff.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)

<https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools>

Subject Definition

Behaviour is defined as the overt actions of pupils, spoken, written or physical, and sanctions is the means whereby inappropriate behaviour or misconduct is dealt with.

This document provides a framework for the creation of a secure and orderly environment in which children can learn and develop.

All school staff should be aware of the DfE advice on preventing and responding to bullying as part of this Behaviour, Sanctions and Exclusion.

Aims and Objectives in the Teaching and Learning of Behaviour & Sanctions

Our aims are that all children will:

- Be tolerant and understanding with consideration for the rights, views and property of others
- Develop a responsible and co-operative attitude towards work and towards their roles in society
- Achieve their potential in terms of appropriate self-esteem, academic achievement, aesthetic appreciation and spiritual awareness
- Take a pride and responsible interest in caring for their environment
- That all children acknowledge the role they play in the response to the Covid-19 pandemic, which includes but is not limited to:
 - i) hand washing
 - ii) telling an adult if they are experiencing symptoms of coronavirus
 - iii) expectations regarding personal hygiene, including coughing, sneezing, tissues, disposal, spitting and avoiding touching yours or anyone else's mouth, nose and eyes with hands

At any point could also include:

- iv) social distancing where possible from pupils not within their 'bubble'
- v) adhering to guidelines surrounding movement around school
- vi) use of toilet facilities
- vii) sharing of resources and personal equipment

Responsibilities

The Headmistress and the Senior Leadership Team

- Take a lead in the establishment of a positive school ethos
- Monitor and review behaviour throughout the school, evaluating the success of this policy and ensuring that necessary revisions are undertaken
- Take active steps to ensure that buildings and grounds are secure and well maintained and that any damage is quickly rectified
- Ensure staff have access to training related to behaviour management.
- Ensure that children are reminded regularly of their responsibilities in relation to Covid-19 giving them the best chance of achieving the aims laid out in this policy.

All members of the school community should work towards the school's aims by:

- Ensuring that the school's policy for behaviour is made clear to any new children starting at the school, for example, by introducing *The Greenfield Way*.
- Recognising children as individuals and respecting their rights, values and beliefs.
- Fostering and promoting good relationships and a sense of belonging to the school community.
- Providing a well-ordered environment in which all are fully aware of behavioural expectations.
- Ensure pupils are clear about the part they can play to prevent bullying, including when they find themselves as bystanders.
- Offering equal opportunities (see Equal Opportunities policy).
- Encouraging, praising and positively reinforcing good relationships, behaviour and work.
- Helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom.
- Caring for, and taking a pride in the physical environment of the school.
- Recording and reporting incidents of serious misconduct or bullying to the DSL and Headmistress. These reports may be initially logged on the Day Book by staff and then transferred to the relevant files on *Serious Misconduct/ Sanctions* and *Bullying Log*. Any notes, records or copies of emails are to be filed in the 'Bullying' folder on Staff Common under the name of the child involved.
- Providing a challenging and stimulating programme of study designed to enable all children to reach the highest standards of personal achievement.
- Being good role models - punctual, well prepared and organised and appropriately dressed.
- Taking quick, firm action to prevent one child inhibiting another's progress.
- Providing opportunities for children to discuss appropriate behaviour.
- Supporting pupils who struggle to reengage in school due to the Covid-19 Pandemic. Greenfield acknowledges that some pupils will return to school having been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases increased welfare and safeguarding risks. This may lead to an increase in social, emotional and mental health concerns and some children, particularly vulnerable groups such as children with a social worker and young carers, will need additional support and access to services such as educational psychologists, social workers, and counsellors.

Pupils with Special Educational Needs and Disabilities:

- Staff must be aware that the behaviour of a pupil may be affected by a Special Educational Need or Disability.
- Staff must be aware that a pupil's understanding of their behaviour may be limited and reasonable adjustments must be made in regard to sanctions.
- The Learning Enrichment Department must keep all staff informed as to pupils' additional needs and will be available to advise or support sanctions with regard to these pupils.
- When a pupil's Special Educational Needs or Disabilities lead to behaviour that puts other pupils at risk of harm, parents will be required to find a more suitable educational setting. Greenfield will support parents in the process wherever possible.

- The school recognises that some children with SEND will need extra support in relation to understanding the social distancing measures in place around school. The school's SENCo and SLT will ensure these children receive the support they need if we have to put these measures back in place.

Parents should be encouraged to work toward the school's aims by:

- Taking an interest in school activities.
- Ensuring that children attend school in good health, punctually, and regularly. This includes children not attending school if a child shows symptoms of coronavirus as outlined by the government.
- Supporting the sanctions within the school
- Participating in discussions concerning their children's behaviour.
- Ensuring early contact with school to discuss matters which may affect a child's behaviour.
- Allowing children to take increasing personal and social responsibility as they progress throughout the school.
- Accepting responsibility for the conduct of their children.
- Reading and following procedures in the Parent Handbook.

Modes of Working

For providing children with opportunities to discuss appropriate behaviour we offer/encourage:

- Regular assemblies, at which moral issues and acceptance of others differences are frequently dealt.
- Regular reminders at the beginning of each term about school expectations and appropriate behaviour, following guidelines set out in The Greenfield Way.
- A programme of Personal, Social, Health and Citizenship Education designed to promote mutual respect, self-sanctions and social responsibility and a regard for personal health.
- A programme of religious education which includes ethical and moral issues (see RE Policy).
- The compilation of a set of rules to begin the school year by some year groups at the beginning of the Autumn term, as appropriate to the age group.
- Occasional "Trouble Shooting" assemblies are led by SLT covering a variety of issues.

For specifically promoting desirable behaviour we have:

- A merit award system for the collection of House Points.
- Headmistress's awards for excellent effort or behaviour.
- Public acknowledgement of excellence at Assembly times and in the Newsletter.
- Termly award of Behaviour Cups to pupils in Years Reception - 6.
- Smartest Boy & Girl Awards
- 'Golden Time'.
- 'Balls in the Bowl'.
- Inter-house competitions.

For Eliminating Undesirable Behaviour we have:

- "Time out" in the Early Years Department.

- A schedule of sanctions for undesirable behaviour (including break time detentions, exclusion from play time, having to visit the Area Head/Head of Early Years, Deputy Head)
- Conscientious supervision of pupils at all times
- Rapid and stringent response from all staff to incidents of bullying and racial or sexual harassment/violence
- A readiness to tackle persistent behavioural problems through the special needs procedure (see Special Educational Needs Policy)
- A policy whereby parents are informed of serious or persistent defaults in behaviour.

Pupils' conduct outside the school gates

Greenfield has the power to enforce reasonable sanctions for children misbehaving outside of the school premises, which includes activity carried out online. Where a crime has been committed the police will be informed. Non-criminal bad behaviour and bullying which occurs off the school premises which is witnessed by a staff member or reported to the school, will be dealt with by the sanctions laid out in this policy.

Subject to the behaviour policy, teachers may discipline pupils for misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform or in some other way identifiable as a pupil at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

The Use of Force:

Corporal punishment is not tolerated at Greenfield, neither is the use of inappropriate force. However, physical intervention may be appropriate in some situations, for example:

- To ensure the safety of a child.
- To restrain a child who is physically threatening another child/member of staff (see also the school's Restraint Policy).
- To separate children whose behaviour is challenging.
- To avoid damage to property.
- To restrain a child from committing an offence.

- To prevent a child engaging in any behaviour prejudicial to maintaining good order and sanctions at the school, whether in a classroom or elsewhere.
- To remove an extremely disruptive child from a teaching session.

This list is not exhaustive. The degree of force employed must be in proportion to the circumstances of the incident, and the seriousness of the behaviour or the consequences it is intended to prevent. Unless circumstances are exceptional and a child is in danger of hurting themselves or another child, a member of staff may not use any form of physical intervention.

In the event of an incident which causes a pupil to be hurt or marked by a member of staff, that person is expected immediately to inform the Headmistress.

Stages following inappropriate behaviour by children (this will be adapted for Little School depending on the age and understanding of the child)

It was agreed by all staff that a staged approach to Behaviour Modification should be adopted at Greenfield School. The **stages** may not be worked through exhaustively, but offer a basis for action, and all occasions of inappropriate behaviour will be considered and acted upon individually. **Where possible, all stages of the behaviour policy need to adhere to social distancing measures outlined in our school risk assessment.**

Stage 1. Verbal Warning. Incident dealt with initially by the teacher or assistant to whom the matter is reported or who has observed the incident. If the incident occurs during a **break period**, the child is isolated from the playground situation either by sending him/her to sit on a bench. If in the classroom the child will be given verbal warnings recorded on the board. This may be a warning about a loss of Golden/Privilege time.

Stage 2. Removal from the area of activity or missed play time for repeated disruption or misbehaviour within the **classroom**. A child could be sent to work in another area under the supervision of another teacher or assistant or kept in at break time under the supervision of a member of staff. For serious misbehaviour or repeated loss (3 lots) of Golden Time may result in a detention with the Area Head - KS2. Those pupils in Pre Prep (EY-Y2) will attend reflection time with the Head of Pre-Prep.

Stage 3. Report. The pupil will be put on Report if there is no improvement in behaviour. Parents will be informed, and **may** be invited to a meeting with a member of SLT. Staff will complete the report book at the end of every lesson and play time. The teachers will keep the child informed of their progress and feedback to parents via email or phone on a regular basis. Children will remain on Report for up to 2 weeks. The Report book will be kept in the child's file. The report book should remain in the possession of the teacher and not travel between home and school.

Stage 4. Internal Suspension. Continued poor behaviour may result in internal suspension. In this case pupils will be supervised by the Deputy Head for a maximum of two days. The school will not refund monies in the event of an external suspension.

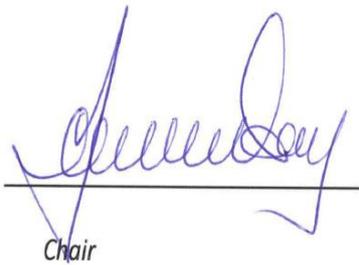
Stage 5. External Suspension. Continued poor behaviour may result in external suspension. The Headmistress will meet with the parents virtually to inform them of the external suspension. Governors will be informed. External suspension can be for up to one week. The school will not refund monies in the event of an external suspension.

Stage 6. Requires Removal means that a pupil has been required to leave, but without the stigma of expulsion.

Stage 7. Further exclusion or expulsion. The Headmistress and the Chairman of the Governors will make this decision jointly. Evidence in writing, collected over a period of time of steps and measures that have been attempted may need to be produced. *Exclusion appeals will follow the same process as the hearing of complaints. Please refer to the school's Complaints Procedure.*

Any of these stages may be passed over if the nature of the misdemeanour, or concerns about the behaviour of the child requires.

Reviewed September 2021



Chair

Next review September 2022