

BEHAVIOUR POLICY Version 6 November 2020

Our Vision

Garfield School is a place where children and adults should feel safe, secure and valued. We celebrate our diverse community and expect that some of our pupils will have diverse needs which require support. We promote good behaviour, self-discipline, respect and challenge as well as working to prevent bullying, racism, ableism and all other prejudices.

High expectations of behaviour extend throughout school and are supported by all or staff. Our parents play a central role in encouraging our pupils to achieve a good standard of behaviour throughout the school.

The school's vision and values statement (GARFIELD) is at the centre of all that we do. –

Grow

Achievement

Respect

Fun

Inspire

Everyone

Learning

Discovery

These are visible in all aspects of life at Garfield. We aim for a school community in which our children

- feel happy, loved and cared for
- have self-respect, show respect and tolerance of others and behave responsibly
- are confident and have high self-esteem
- build resilience and learn through being able to overcome challenges
- develop good relationships with a wide range of people
- experience the thrill of and develop a thirst for learning
- make a difference to the world through how they are

Roles and Responsibilities

Roles of pupils

We expect our pupils in school to:

- Safely work, play and move around the school
- Respect all children and adults and school property
- Avoid distractions when working
- Always trying hard to do their best
- Have a go at things that appear hard
- Show politeness towards others
- Be sensitive to the needs of others
- Listen and speak appropriately to others
- Work co-operatively
- Be honest
- Be prepared to resolve problems with others
- Show responsibility about their own learning outside of school
- To have good punctuality and attendance

Roles of Staff

All members of staff should aim to foster a love for learning and have high expectations for every child. Our pupils need to see good models on which to base their own behaviour and should expect to work in an environment where they feel secure and challenged. Staff will ensure that they support children in following school procedures. They should make children fully aware of the school procedures, the reasons for them and why they must be followed.

We expect our staff to provide, promote and encourage

- positive adult/pupil and pupil/pupil relationships with mutual trust and respect
- pupils' positive self-image and confidence and mindset to help them to understand and accept both success and failure. We encourage positive attitudes to learning which have a strong impact on progress. Children feel proud of their achievements and of their school and staff show interest in children's individual passions and social well-being in which children are encouraged to relate well with others. This enables children to work both independently and collaboratively both inside and outside the classroom; share and support each other; and engender respect for people and property. Pupils show high levels of self-discipline.
- an environment where children are empowered to speak out when they are not happy about the behaviour of their peers towards them.
- zero tolerance of bullying, including online bullying and prejudice-based bullying.
- pupils' spiritual, moral, social and cultural development to equip them to be thoughtful, caring and active citizens in school and in wider society.
- our children to celebrate and openly discuss the diversity of the school community.

We expect our staff to

- listen to our children's point of view when managing behaviour in order to understand the situation fully, and, where appropriate, reassure, dispel or re-dress any imbalance which may be contributing towards misbehaviour.
- provide a working environment where clear instructions, encouragement and positive feedback, differentiated learning and support are in place for all children
- provide a learning environment that allows the child to work to the best of their ability by delivering good classroom practice in organisation and curricular planning.
- enable opportunities for pupils to work independently and in groups.
- take all children's concerns and complaints seriously and, where applicable, will deal with them immediately.
- act promptly when incidents that need further investigation or sanction occur by referring to the child's class teacher and/or the senior teacher on duty as soon as possible.
- develop class rules in collaboration with pupils in each class. These rules will be linked to the GARFIELD vision statement and will encourage a growth mindset.

Roles of Parents

Parents are encouraged to support the school in encouraging positive behaviour from their child and also express their concerns about their child's behaviour. Close contact between staff and parents should be encouraged and maintained. When necessary, support for parents should be given or directed to the most suitable external agency.

Role of Governors

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy. The Governing Board has the responsibility of approving & scrutinising the behaviour policy on an annual basis. When a complaint is escalated to the chair of governors or the Headteacher decides to exclude a pupil, then there may be further involvement from members of the governing board.

Support for Pupils

Staff should establish a good working relationship with the children in their class by giving generous & appropriate praise and encouragement. They should focus on encouraging the positive behaviours of pupils and good role models to support children who need to improve their behaviour. They should offer choices for alternative solutions to diffuse a situation rather than leave a problem unresolved.

They should monitor the child's behaviour for an accurate account of incidents and to put them in perspective of their general behaviour. It is important they help children realise the consequence of their actions and help them to come up with the solutions. They should give the child where possible an opportunity to explain some behaviours where appropriate. The staff should seek to notice future positive behaviours from that child in order to offer specific praise.

Restorative Practice

Staff will use restorative practices as strategies to help resolve issues and may be used to prevent further incidents occurring between children.

These include:

- Creating a culture of communication where children have a voice
- Trying to deal with issues immediately where it happens – build within the classroom
- Teaching children to take direct responsibility for their actions. See conflicts as opportunities for resolutions
- Creating clear and consistent expectations for children & adults
- Creating a growth mindset.
- Teaching Mindfulness - empowering children to recognise and manage their emotions.
- Cultivating empathy. Build the capacity to listen, understand and communicate – empathy must be learned and practised.
- Building restorative support.
- Monitoring behaviour.

Rewards

A range of class and school rewards are available for staff to use in recognition of positive behaviour and to reflect pupils' efforts to improve their behaviour.

Interventions

A variety of strategies are available for children who require support that may vary from or be additional to normal classroom management. These include individual target charts, small group work, Place2 Be and one to one support both inside and outside the classroom and support from Learning Mentors. Further information on interventions is available in the document Inclusion in Enfield, Guidance Handbook (February 2019) or from staff with training and expertise in mental health.

Supporting Children with Additional Needs

Some children who have additional needs may require individual behaviour strategies to help them. These could be for short or longer periods of time. Where appropriate, class teachers will liaise with the SENDCO or senior teachers to support these children. This may include writing a Learning Support Plan (LSP).

There may be times when the school will need (with parental permission) to involve outside agencies. These include the Educational Psychologist (EP), Behaviour Support Service (BSS), Education Welfare Officer (EWO), Children and Adolescents Mental Health Service (CAMHS) and Social Care (SC).

Learning Mentors

Learning Mentors continually support pupils who are in situations which may be preventing them from reaching their full potential at different times of their education. They strive to help children develop the skills they will need in the next stage of their education. They also provide training for staff who work with pupils with challenging behaviour.

Place 2 Be

The Place2Be room in the school is where children can go to express their thoughts or think about their worries, through talking, creative work and play. The School Project Manager supports this process, together with a team of counsellors, helping children to find new ways of coping with difficulties so that they don't get in the way of friendships or learning.

Referrals to P2B can be made for a number of reasons including bereavement, family separation or difficulties, anxiety, low self-esteem or friendship difficulties. The referral can be made by parents, staff or a self-referral by the child and all need to have parental consent. Place to Talk is available during lunchtimes as a drop in for children who have worries or concerns they want to discuss. Parents give permission for this to take place but as a confidential service they will not be informed of their child's involvement unless there is a safeguarding concern.

Sanctions

Staff may apply sanctions when children display behaviours which cause concern. A range of sanctions are available. Staff are expected to demonstrate consistency and fairness in applying sanctions. However, staff will also need to use their discretion and understanding of each situation on a case-by-case basis.

Behaviours which cause Concern

Behaviours which could lead to a warning from the teacher

- Not following a class rule
- Disrupting others learning
- Not trying to do the best work
- Being rude to others
- Answering back
- Being dishonest or unkind
- Not respecting school property

Behaviours that are unacceptable and could lead to more significant sanctions

- Deliberately hurting others eg hitting, kicking, pushing, punching, biting, scratching or pulling hair
- Spitting at others
- Bullying including cyber bullying at school / away from school
- Writing inappropriate comments online about children, adults or the school
- Behaving in a dangerous manner eg throwing objects, running indoors, barging into others, standing on furniture, climbing into or up to a dangerous place, pushing over furniture or interfering with electrical equipment
- Going to an area of the school building or grounds without permission or locking themselves in a room
- Putting themselves in danger
- Use of racist, homophobic, sexist, ageist or ableist language towards others
- Bringing the school into disrepute when outside of school (whilst in school uniform) e.g. failing to follow instructions on a school trip, fighting, disrespectful towards members of the public

- Failure to follow instructions from adults
- Repeatedly disrupting learning in the classroom eg by constantly calling out, distraction others, not following instructions or wandering around the classroom
- Name calling or insulting others
- Verbal abuse towards others
- Destroying own or others' work
- Damage to school or others' property
- Swearing
- Stealing
- Failing to tell the truth
- Vandalism

This is not an exhaustive list of inappropriate behaviours. It is at the Headteacher's discretion to exclude a pupil.

Application of Sanctions

These should be followed in each classroom and be used when behaviour is deemed to be unacceptable. Teachers have a right to teach and children have a right to learn. Children who display disruptive behaviour stop teachers from teaching and stop others and themselves from learning.

There are times in every classroom when children may disrupt others. The school procedure begins when a child has been given a chance to correct their behaviour and has chosen not to do so. A record is kept in the class behaviour file by the class teachers of what level the child takes control of their own behaviour so that over time improvements can be seen. The following level and warning system should be started afresh each morning and each afternoon. Warnings cannot be rescinded, but incentives and rewards can be used to reward subsequent good behaviour.

Any member of staff who works 1:1 or with groups of children should apply the behaviour policy and follow the procedures in the same way as class teachers.

Each classroom should have the school rules clearly displayed near a time out table. Unacceptable behaviour should be made explicit and the child continuously encouraged to consider their choices.

Levelled Warning System

Level 1 Warning - Strategies developed within the classroom. Examples include children 'calling out', disturbing others around them, deliberately not doing their work or being rude to others. Examples of things to say include: Telling the child quietly/politely that the procedure has begun, saying "This is a warning, you need to stop." Level 1 warnings are recorded on the Class Behaviour Monitoring Sheet. If the child gets 2 Level 1 warnings in one day, the next warning given takes them to Level 2 Warning.

Level 2 Warning – The child is moved to the isolation area within the classroom and reminded that "This behaviour is unacceptable". The child could complete a Level 2 Sheet and or then continues with their work. Time out here should be 5 – 10 minutes maximum. If a child is sent to the isolation areas 4 times or more during the week, they will have a lunchtime Reflection Time on a Wednesday or Friday. A Lunchtime reflection sheet should be completed and given to or details emailed to the teacher on reflection time duty. If the child gets 2 Level 2 warnings in a session, the next warning given takes them to Level 3 Warning.

Level 3 Warning – The child is sent to the class' agreed foster class. The child should be sent with some work to complete and accompanied by another sensible child or adult if necessary. The child should be quietly asked to sit at an empty space in the foster class for ONE session completing the work. It is the class teacher's responsibility to let parents know the child has missed a lesson from the class and the behaviour that led to this and this contact with parents should be recorded in the class behaviour file. The contact with the parent should either be orally or by letter. The child will get 1 warning. The next warning given takes them to Level 4 warning and referred to the senior teacher on duty.

Level 4 Warning – Violent behaviour, racism, using homophobic language, stealing, rudeness towards an adult, bullying, continuous swearing, continually disrupting learning and destroying school or others' property are totally unacceptable and it is automatically a Level 4 warning.

Children who get to level 4 because of an isolated serious incident or because they have not responded at level 3 are still choosing not to try and manage their own behaviour will be sent to the Senior Manager on Level 4 duty that day. They will stay with the Senior Manager who will investigate the incident and take appropriate action. The child's name is written in the Level 4 File and the parent will be told what has happened in a letter. If two letters are written in one half-term, this will result in a meeting with the child, parent, the link senior and possibly the classteacher. If three or more letters are written in one half-term this will result in internal exclusions from class. Interventions from learning mentors will be put in place to prevent any further incidents. If a pupil is failing to respond to the support in place, an exclusion might need to be considered by the Headteacher.

Reflection Time

If pupils are continually receiving level 2 or 3 warnings over a period of a few days, the class teacher may feel the need to refer the pupil to the senior team for reflection time. This will take place on Wednesdays and Fridays. The senior teacher will discuss strategies with the pupil to try and prevent any further warnings. If a pupil is regularly being referred to reflection time, it may be necessary to review how this could be prevented with the pupil, teacher, achievement leader and parent.

Exclusion

In more extreme cases, when all other avenues have been explored and exhausted, the Headteacher may decide to exclude a child for a fixed term (days or weeks) or permanently. This is an extremely serious step and the decision can only be taken by the Headteacher. If an exclusion is made, the Director of Education, the Education Welfare Service, the Chair of Governors will be informed immediately. This action may be taken when (for example):

- a child's behaviour has been seriously interfering with other children's learning over a period and the intervention of staff has not resolved the situation
- a child is repeatedly witnessed being racist or abusive or bullying other children
- a very serious incident occurs, causing a child or an adult to be hurt or serious damage to property
- a child is displaying uncontrollable behaviour and has become a danger to themselves and to others.

At this stage a 'Pastoral Support Plan' is necessary and it is completed in liaison with other professionals who work with the child.

Continual Serious Behaviour

When all viable systems have failed to bring about any significant improvement in a child's behaviour, an action plan needs to be developed to address the needs of the pupil. This will involve the class teacher, a senior member of staff and the family. Support should provide a system of 'time out' for either the child or the teacher. At this stage a 'Pupil Support

Programme' is probably necessary. In some cases a risk assessment should also be completed. If necessary procedures for dealing with very challenging behaviour are available and some senior members of staff, 1:1 staff and learning mentors have been trained in the 'Approach Training' in order to deal with very challenging incidents.

Records and Monitoring

- All classes have a blue Behaviour File in their classroom which should be kept updated by the teacher on rewards and sanctions given to children in their class.
- A school record of postcards sent home, Star of the Week and Team Points are on the shared drive and are used by the senior team for assemblies
- The Senior Team keep records of Level 4 behaviours and physical intervention.
- Records of Bullying, Racist Incidents, Homophobic Incidents and Reflection Times are also kept by the Senior Team in separate files which are kept in the DHT office.
- The Deputy Headteacher carries out an analysis of Level 4 Behaviours, Racist, Homophobic and Bullying Incidents each term.

Review

The Behaviour Policy & associated procedures is reviewed & updated annually. This will provide an opportunity for staff to collectively amend the procedures and will ensure that the guidelines are reinforced with new & existing members of staff.