

# Greyfriars Academy

## Positive Behaviour Policy and Protocols

2022 -23

### VISION STATEMENT

safe, respectful and ready

Achieving , Caring , Enjoying

it is our vision that Greyfriars Academy will:

- Be a place of safety and security for the families that we serve
- Meet the academic and aspirational needs of all, through a curriculum that inspires children to be curious about the world around them
- Be a place where all can flourish, regardless of background or ability
- Empower children to take responsibility and become courageous advocates for change
- Empower children and staff to “ Be the best they can be”

Unity Education Trust values:

Raising aspirations to fulfil potential

AIMS

By the time a child leaves Greyfriars Academy they will have had the opportunity to:

- Become a valued member of a community where they are loved and cared for
- Experience a rich, varied and exciting curriculum
- Be the best that they can be
- Make the most of their talents
- Celebrate success and know what it feels like to be celebrated
- Develop a curiosity for the world around them

## OUR OBJECTIVES

- To ensure that our children respect themselves and others and that we are all unique and special
- To help pupils recognise and respect the different cultures represented in the school and the wider community and promote harmony within our society regardless of differences
- To provide a variety of resources to explain and develop ideas of responsibility and personal accountability
- To implement a consistent behaviour management framework that is clear and understood by all members of the Greyfriars Academy community

## **WHOLE SCHOOL RULES**

We will endeavour to provide and maintain a safe, friendly, encouraging, supportive and positive school environment in which we can all flourish.

We will establish a set of whole school rules which are consistently applied across the school by all staff. These rules are explicitly taught and modelled to pupils.

All children have a clear understanding of the rules, routines and expectations of behaviour and are therefore able to understand the consequences of their actions.

- Be ready for learning and try our best - first time every time
- Be respectful of ourselves, our friends, our adults and our things - first time every time

- Be safe when moving around school, and when carrying out activities - first time every time
- GOLDEN RULE - Treat others, the way you want to be treated - we will follow the 3 rules first time every time

## **ROUTINES AND EXPECTATIONS**

The first week of the school year and after each half term will be devoted to reinforcing the expectations.

Staff will explicitly teach, model and practise the routines and school rules to all the children so that each routine becomes a habit. There will be continual reminders, reiteration and reinforcement from all staff at all times.

This will be revisited during the year as a whole school and when required within year groups and classes.

Positive behaviour is the main objective and this will be modelled by staff in the school and encouraged. Staff will explain where a child has made a mistake and give them reminders and choices before any sanctions are put in place. This is to ensure the child understands that perhaps their choices are not the right ones. Positive behaviour will always be praised and encouraged.

### **1. Classroom expectations**

We aim to provide a broad and balanced curriculum through quality teaching and learning experiences. The planning and delivery of high-quality learning experiences, matched to individual needs and abilities, minimise the opportunity for disruptive behaviour. Staff are entrusted to manage inappropriate behaviour promptly and efficiently in accordance with school policy. A combination of praise, rewards, feedback and sanctions are used to encourage good behaviour from our pupils.

Pupils are expected to stick to a number of classroom expectations, which include:

- Meeting and greeting their teacher politely at the classroom door (on entry to school each morning, after break and after lunch)
- Following instructions given by an adult – first time, every time
- Showing respect to others at all times - Smile, say Thank you, Excuse me and Please - STEP
- Carefully hanging up their coats and bags in the cloakroom sensibly
- Completing the “early morning activity” on the interactive whiteboard each morning during registration
- Exhibiting good learning behaviours: SLANT – Sit up, Listen, Ask and Answer Questions, never interrupt, Track the speaker
- Raising hands before contributing to class discussions, unless instructed differently
- We speak in full sentences, hands away from faces, articulate (use well-chosen words), project (speak clearly), eye contact - SHAPE

- Relishing challenging and showing resilience
- Practising good respiratory and hand hygiene
- Looking after our equipment
- Children will put two hands up to silently signal they wish to go to the bathroom. This will be allowed at the teacher's discretion and not within the direct input of a lesson. Children's medical needs will be recognised within this rule

## **2. Playground expectations (this includes outdoor lessons such as PE, Gardening)**

At Greyfriars Academy, we recognise the unique contribution playground activities make to the wellbeing of the children at our school. We attach great importance to ensuring that break and lunchtimes at our school offer children experiences that contribute to their social, physical and emotional health. It is our aim to provide a safe and supportive environment, where creativity, imagination and fun can be had by all.

In particular we recognise that increased levels of physical activity not only improve children's health and fitness, but also have a large impact on ensuring positive behaviour and attitudes.

Pupils are expected to stick to several playground expectations, which include:

- Having fun with one another and playing fairly
- Following instructions given by an adult – first time, every time
- Showing respect to others at all times
- Looking after equipment and playing sensibly with it
- Putting equipment away tidily
- Putting litter in the bins provided
- Being kind and helpful
- Lining up quickly and quietly
- Demonstrating 'Fantastic Walking' when entering/exiting the playground
- Golden rule: Treat others the way you want to be treated

## **3. Dining hall expectations**

At Greyfriars Academy, we recognise the nutritional, social, and mental health benefits of sharing meals together. Children are encouraged to eat well, socialise and use good manners at lunchtimes.

Pupils are expected to adhere to a number of expectations, whether they are eating lunch in the dining hall or in a classroom, which include:

- Practising good hand hygiene – washing or sanitising hands before and after meals
- Lining up quickly and quietly, talking at a moderate volume

- Following instructions – first time, every time
- Using good manners at all times, always saying please and thank you
- Talking politely and at a moderate volume with the other pupils on their table
- Using good table manners when they are eating: using a knife and fork correctly, closed-mouth chewing, respecting other pupils' personal space
- Only touching their own food
- Being open-minded and giving new foods a try
- Making a conscious effort to eat their lunch within the time allocated
- Finish their main meal before collecting a dessert
- Tidying up after themselves: scraping plates/taking all their rubbish home with them in their lunch box/informing an adult of any spillages
- Sitting calmly with your peers and talking quietly whilst waiting for the end of the lunch session
- Using Fantastic Walking for transitions between the playground and the dining hall/classroom

#### **4. Corridor expectations**

Children and staff are expected to move around the school calmly and quietly

using Fantastic Walking. Adults are expected to model this to children as they move around the school and remind children when they are not using Fantastic Walking. Pupils should be discouraged from touching walls, doors and display boards in communal areas.

Fantastic Walking expectations include:

- Walking in single file
- Walking quietly
- Walking with hands at your sides (or behind back)
- Walking with good posture - shoulders back and down
- Walking with your head held high
- Smiling as you pass people in the corridor

#### **5. Assembly expectations**

Assemblies provide an opportunity to reinforce our ethos, values and mission statement. Our school community typically gathers together twice each week.

Pupils are expected to stick to a number of assembly expectations, which include:

- Walking into assembly silently using Fantastic Walking

- Lining up in the allocated position for their class, leaving space between themselves and the person in front
- Waiting to be instructed to sit down by a member of teaching staff
- Showing good learning behaviour: SLANT – Sit up, Listen, Ask and Answer Questions, never interrupt, Track the speaker
- Sitting still, keeping hands to themselves
- Showing reverence during quiet reflection moments, or being respectful of those who wish to pray ● Joining in with singing
- Celebrating the success of others through applause
- Standing up silently at the end of assembly when instructed to do so
- Walking silently back to class using Fantastic Walking

## 6. Library expectations

At Greyfriars Academy, our library provides a calm space for all students to think, create, share, and grow in their love of reading. Pupils are expected to stick to a number of expectations when using the library, which include:

- Walking to and from the library calmly, using Fantastic Walking
- being understanding of the quiet space so that imaginations can be found
- Returning books to their correct place when choosing a book
- Treating our library books with respect and care
- Returning their library book before borrowing another
- Keeping our library neat and tidy
- Reporting books which are damaged to an adult
- Being kind and taking turns (sharing comfy seating and exciting books etc)

## **7. School trip / local community expectations**

Pupils are required to act as ambassadors for the school when out in the local community or on a school trip. Parents are encouraged to contact the school and report children who do not follow school rules out and about in the community. We will take it seriously and speak to families. Pupils are expected to stick to a number of expectations when they are off-site, these include:

- Showing respect and good manners to members of the public, teaching staff, parent volunteers and peers
- Remembering you are a member of Greyfriars even when you are walking home from school
- Getting off your bikes, scooters etc at the main gates or entrances to alleyways and walking them onto school property

- No swearing, no fighting, no picking on anyone
- Listening carefully to adults and following instructions – first time, every time
- Respecting the local environment by not littering or damaging property
- Using quiet voices to speak with their partner, particularly when walking through residential areas
- Staying safe and keeping close to the children in front when walking in a line
- Using seat belts when travelling in a car, on a bus or a coach
- Staying seated when travelling on a bus or coach
- Taking care of one another and sticking with their group/partner
- Following the Whole School Rules
- Telling an adult if they are feeling unwell

## **ROLES AND RESPONSIBILITIES**

It remains the overall responsibility of the Headteacher, Deputy Headteacher and the Senior Leadership Team to ensure that high standards of discipline are maintained on a daily basis. However, at Greyfriars Academy, we acknowledge the responsibility of every person, adult and child, in promoting and maintaining high standards of behaviour at all times.

### **The Headteacher will:**

- Ensure the promotion of the school's Vision Statement and the Whole School Rules in and around the school
- Ensure the health, safety and welfare of all staff and children
- Lead by example in the implementation of the Behaviour Policy, reinforcing the need for consistency throughout school
- Monitor that the Behaviour Policy is being implemented consistently by all staff members
- Reports to governors and Trust regarding the effectiveness of the Behaviour Policy and on the frequency of Significant Behaviour incidents
- Be a positive role model
- Praise and encourage positive behaviour through celebration assemblies and rewards
- Support staff in dealing with dangerous pupil behaviour
- To investigate and action Significant Behaviour incidents, updating CPOMs
- Ensure appropriate and proportionate use of sanctions
- Work closely with parents/carers of children displaying challenging behaviour and be open to parents' concerns or ideas

- Review the Behaviour Policy on an annual basis
- Ensure all teaching staff and lunchtime supervisors are provided with high quality CPD to support with behaviour management

### **The Senior Leadership Team and teaching staff will:**

- Support the Headteacher to ensure the promotion of the school's Vision Statement and the Whole School Rules in and around school
- Assist with monitoring that the Behaviour Policy is being implemented consistently by all staff members
- Implement the Behaviour Policy, reinforcing the need for consistency throughout school ● Be a positive role model
- Support staff in dealing with difficult pupil behaviour ● Investigate and action Significant Behaviour where necessary **All teaching and support staff will:**

- Promote the school's Vision Statement and the Whole School Rules in and around school
- Explicitly teach the Whole School Rules and routines to the children
- Make sure that they are always present to supervise children in the classroom
- Be positive role models - using appropriate tone, language and volume to model good behaviour to pupils
- Prepare equipment and materials before each lesson
- Plan and deliver effective lessons, taking account of children's starting points and behavioural needs ● Be proactive and use a range of strategies which limit the possibilities for students to lose focus or misbehave (Appendix 6)
- Use praise and positive reinforcement as the primary technique for encouraging good behaviour
- Positive behaviours are encouraged and Dojo Points and other in-class reward systems will be used to reward pupils who go above and beyond expectations (Appendix 2)
- Celebrate children's success through selecting a weekly Star of the Week winner
- Use the yellow/red card warning system consistently for Disruptive and Difficult Behaviour
- Work closely with Lunchtime Supervisors to promote good behaviour over lunchtime
- Work in partnership with the Senior Leadership Team / Inclusion Team to create Individual Behaviour Plans for pupils who need additional support with behaviour
- Record all Significant Behaviour incidents using CPOMs and inform a member of Senior Leadership Team ● Build strong links with parents, communicating successes as well as concerning behaviour in a timely manner **All**

### **Lunchtime Supervisors will:**

- Promote the school's Vision Statement and the Whole School Rules during lunchtime



- Be positive role models
- Be proactive and use a range of strategies which limit misbehaviour and confrontation
- Meet and Greet children as they enter the dining hall/classroom
- Use the children's names when addressing them
- Smile and say something positive to the children on a regular basis
- Think positively and identify good behaviour
- Narrate the positive: verbally praise children going above and beyond to promote good behaviour for all children
- Encourage the children to be active and facilitate fun games and activities on the playground ● Use Dojo Points and lunchtime award stickers to reward children who go above and beyond playground/dining hall expectations
- Give the Headteacher/SLT the names of children who have gone above and beyond expectations to receive a lunchtime star of the week award - who will eat with HT the next week
- Ensure the children use Fantastic Walking when moving around school
- Insisting the children line up quietly and back into school silently
- Communicate behavioural successes and concerns with the child's class teacher
- Use the yellow/red card warning system consistently for Disruptive and Difficult Behaviour
- Report all Dangerous Behaviour to a member of SLT and record this as a Significant Behaviour incident on CPOMs

### **Children will:**

- Live out the school's Vision statement,
- Follow the Whole School Rules, routines and expectations
- Accept responsibility for their actions and their impact on others
- Work cooperatively
- Accept sanctions and reflect on their actions, with a view to making good choices in the future
- Pupils in Year 5 and 6 actively take on additional responsibilities, including aiding staff in the supervision of younger pupils
- The roles of School Councillors are considered to be reflective of the positive attitudes and standards to which all pupils should aspire **Parents will:**

- Promote the school's Vision Statement, and the Whole School Rules
- Support the school's Behaviour Policy

- Work in close partnership with the school, discussing problems that may arise with their child's class teacher in a calm and measured manner
- Behave appropriately on the playground/waiting areas, not using foul language, not arguing with other parents or members of staff
- Not displaying aggressive behaviour towards members of staff as per the aggressive behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour • Attend Parents' Evenings
- Discuss the Whole School Rules with their child, emphasising their support of them and assisting when possible with their reinforcement
- Recognise that teaching and learning cannot take place without good behaviour being in place
- Support and complete the behaviour report card system if their child is given one **UET / the Governing**

### **Body will:**

- Carry out their statutory duty relating to exclusions and disciplinary issues
- Review the frequency of Significant Behaviour incidents
- Evaluate the effectiveness of the policy with the Headteacher **Staff Code of Conduct**

The Trust Code of Conduct Policy has been shared with all those working within our school community. This document details the staff code of conduct and gives further guidance on the roles and responsibilities of staff members.

### **Classifying behaviour**

Behaviour can be classified into four categories: Desirable, Disruptive, Difficult and Dangerous.

<b>Examples of Desirable Behaviour:</b>	<b>Staff members responsible for feedback:</b>
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<p>Going <i>above and beyond</i> expectations</p> <p>Relishing challenge</p> <p>Working together</p> <p>Engaging enthusiastically in lessons</p> <p>Listening carefully</p> <p>Being kind</p> <p>Looking after the school environment</p> <p>Using Fantastic Walking</p> <p>High standards of respiratory and tactile hygiene</p> <p>Good manners</p> <p>Aim to complete the task</p> <p>Your best presentation</p> <p>Walking with bikes or scooters sensibly onto the school grounds</p>	<p>All staff</p>
<b>Examples of Disruptive Behaviour</b>	<b>Staff members responsible for feedback:</b>
<p>Minor misbehaviour in corridors or around school (running inside etc.)</p> <p>Untidy written work</p> <p>Shouting out in class</p> <p>Swinging on their chair</p> <p>Disengagement in class/assembly</p> <p>Negatively impacting on the learning of other pupils</p> <p>Talking in class</p> <p>Failure to follow instructions</p> <p>Entering the school building needlessly at break/lunchtime</p> <p>Showing a lack of care for school property</p> <p>Not respecting other pupils' personal space e.g.</p> <p>Touching or pushing one another when lining up Rude or disrespectful behaviour – using unkind words</p>	<p>Class teachers, Teaching Assistants, and Midday Supervisors</p> <p>Reminder</p> <p>Warning</p> <p>Yellow card - restorative break time discussion</p> <p>NB. if continued leading to second yellow after missed break time then to RED card</p>
<b>Examples of Difficult Behaviour:</b>	<b>Staff members responsible for feedback:</b>
<p>Persistent disruptive behaviour (see above) Refusal to complete tasks set</p> <p>Kicking out (not directly at a person) Throwing objects (not directly at a person) Hitting out (not directly at a person)</p> <p>Damaging school property intentionally Non-aggressive swearing in or out of school</p> <p>Being dishonest</p>	<p>Class teachers, Teaching Assistants, Midday Supervisors and SLT</p> <p>Reminder</p> <p>Warning</p> <p>Red card- loss of break time,</p>

Examples of Dangerous Behaviour:	Staff members responsible for feedback:
Persistent difficult behaviour (see above) Stealing Targeted hitting, pinching or kicking in or out of school Throwing objects at a person Running out of class/away in public places Damaging or destroying school property Racist, homophobic or prejudicial language Aggressive swearing (directed at another person)	Headteacher and Senior Leadership Team  Straight to a red card - loss of break/class time outside office

## **Rewarding *Desirable Behaviour* and Achievements**

Rewarding positive behaviour is the first step that must be taken to modify behaviour both in class and in and around the school. Greyfriars Academy staff will seek to encourage and reward positive behaviour, good work or demonstration of positive personal values by:

- *Positive feedback to individuals or groups*
  - *Visual prompts to highlight individual's good behaviour, i.e. planned within risk reduction plans - rewards may be personalised for the child*
  - *Letters or phone calls home to parents*
  - *Consistent use of Dojo Points (Appendix 2)*
  - *Being sent to the subject lead to show their work - subject leader may choose to send a postcard home*
  - *Star of the Week Award (weekly)*
  - *A celebration assembly is held regularly in celebration of pupils' success in and beyond the school day*
  - *Golden Time (20 minutes maximum)*
  - *Whole class treats*
  - *Lunch with the Headteacher (lunchtime behaviour award - one per class) • Dojo Celebrations*
- based on Dojo Point totals (half-termly)*

## **Sanctions**

Every consequence will be based on the level of risk to the child and/or others. Consequences will seek to restore and repair relationships and support the child in demonstrating consistently good behaviour.

When dealing with behaviour incidents staff adhere to the following principles:

- *Feedback to be given immediately after the poor behaviour, causing the least possible disruption to the learning of other pupils*
- *Feedback to criticise the behaviour and not the child*

- *Feedback should be delivered in a calm and professional manner*
- *Feedback should include WHY the behaviour was unacceptable, the Whole School Rule that was broken and WHAT improvements the Teacher or Teaching Assistant requires from the child*
- *Sanctions should be proportionate to the behaviour*

Tiered sanctions allow teaching staff and lunchtime supervisors to remind children of the high expectations we have of behaviour and give children the opportunity to take responsibility for the choices they make and move forward. For many children the *reminder* and *warning* (verbal) is enough to encourage them to do this. However, at times, when children may be **exhibiting a range of disruptive or difficult behaviours** it may be necessary to give additional warnings and sanctions.

Adults in school are proactive and will always aim to limit situations where children lose focus or engage in disruptive behaviour.

Before a verbal warning is given, staff will use non-verbal cues such as eye contact, body language, hand signals or general reminders about expectations to the whole class. If a child continues to exhibit **Disruptive or Difficult Behaviour**, adults will respond calmly following the scripted intervention set out below. For some children a visual reminder on their desk may be required when they are given the first reminder. Tiered sanctions will be given in a discrete way so that children have the opportunity of fixing their disruptive behaviour without attention being drawn to them. **De-escalation**

In some instances, children will require de-escalation before the tiered sanction scripts can be used effectively.

<b>De-escalation script from STEPS to be used where necessary</b>	Child's name I can see something has happened I am here to help Talk and I will listen Come with me and...
<b>Tiered Sanction</b>	<b>Explanation and Feedback</b>
Reminder	A verbal reminder of the rules Example: " _____, you are shouting out which is breaking our school rule of being respectful. This is your REMINDER. Please raise your hand in future."
Warning	Explain that you have spoken to the child about breaking the rules and that they are now receiving a specific warning in relation to this behaviour – there will be a consequence if the behaviour does not change. Example: " _____, you are shouting out which is breaking our school rule of being respectful. This is your WARNING. Next time I have to speak to you it will be a yellow card. Please raise your hand in future."

Yellow Card	<p>Explain that they have still chosen not to follow our school rules and as a consequence they have received a Yellow Card. This means they must speak to you for a few minutes at break-time. If it is after lunch this may need to be done by another member of staff if it is felt the child will not understand the break between days.</p> <p>Example: “ _____, you have chosen to continue to shout out which is breaking our school rule of being respectful. You have now received a YELLOW CARD and will need to speak to me at break-time.”</p>
Red Card	<p>Explain that they have continued to choose not to follow the rules and as a consequence they have received a Red Card. This means that they will now need to spend the full break-time reflecting on their choices on the desk outside the Headteacher/Deputy Headteacher’s office. In instances of <i>Difficult Behaviour</i> a member of SLT will also discuss the behaviour with the child.</p> <p>Example: “ _____, you are continuing to break the school rule of being respectful and have now received a RED CARD. You will now spend your break-time thinking about the choices you have made outside Miss Harvey’s office and discussing your behaviour with a member of SLT”.</p>

### **Restorative Conversations**

Once a child has reached a second yellow card or a red card, the conversation which follows should be based upon restorative justice principles. Feedback from staff members should provide specific pathways to reconciliation and forgiveness by bringing together those who were affected by misbehaviour in a dialogue to address concerns, achieve understanding, and come to agreement about setting things right. In addition to serving the cause of fairness and justice, this approach contributes to the social and emotional learning of pupils.

A restorative response can be conducted verbally or through a written Behaviour Reflection (Appendix 3). Copies of Behaviour Reflection sheets should be kept by the teacher for reference.

Restorative feedback involves asking the following questions:

- *What happened/which school rule was broken?*
- *What were you thinking/feeling at the time?*
- *What do you think and how do you feel now?*
- *Who has been affected by this behaviour?*
- *What is needed to put things right?*
- *How can we make sure that this doesn’t happen again?*

### **Additional support for persistent challenging behaviour**

The school recognises its legal duty under the Equality Act 2010, consequently our approach to challenging behaviour may be differentiated to cater to the needs of the child.

The Inclusion Team will evaluate a child who exhibits challenging behaviour to determine whether they have underlying needs that are not currently being met. In conjunction with the class teacher, they will formulate a Risk

Management Plan (Appendix 4) for the pupil if challenging behaviour persists. They may also use a personalised behaviour chart to monitor the child's behaviour and celebrate their success (Appendix 5).

Where necessary, support and advice will also be sought from specialist teachers, educational psychologists, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## **Bullying**

Bullying is defined as the repetitive harming of one person or group by another person or group. It is deliberately hurtful and repeated, over a period of time. Bullying is unacceptable and will result in severe consequences. Details of our school's approach to prevention and addressing bullying are set out in our Anti-Bullying Policy.

## **Our zero-tolerance approach to sexual harassment and sexual violence**

We are committed to ensuring that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored, in line with expectations of Paragraph 275 of the Ofsted Inspection Handbook (2022).

As a key element of our safeguarding culture, principles and procedures, pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

Our response will always be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include, but not be restricted to;

- Suspension for a fixed period
- Internal Exclusion
- Permanent Exclusion
- Referral to Norfolk Police

We have clear Safeguarding and Child Protection procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to Norfolk Children's Advice and Duty Service (CADS) and to respond to advice from CADS for possible referrals to:
    - Norfolk Early Help
    - Children's social care

- Police

Please also refer to our child protection and safeguarding policy for more information.

### **Physical intervention**

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

- *Hurting themselves or others*
- *Damaging property Incidents of physical intervention must:*
- *Always be used as a last resort by staff who have been trained in the STEPs programme*
- *Be applied using the minimum amount of force and for the minimum amount of time possible*
- *Be applied in a way that maintains the safety and dignity of all concerned*
- *Never used as a form of punishment*
- *Be recorded and reported to parents*

### **Links with other policies**

The behaviour policy is linked to the following policies:

- *Anti-Bullying Policy*
- *Staff Code of Conduct*
- *Exclusions Policy*
- *Child Protection Policy*



**Sources used in the formulation of the Behaviour Policy:**

*Creating a Culture: How School Leaders Can Optimise Behaviour, Tom Bennett (2017)*

*Teach Like a Champion, Doug Lemov (2015)*

*Improving Behaviour in Schools, The Education Endowment Foundation*

*(2019) When the Adults Change, Everything Changes, Paul Dix (2017)*

**Monitoring Arrangements**

All staff record concerning incidents of misbehaviour on CPOMS (Dangerous Behaviour/Red Cards). The Senior Leadership Team will action these incidents and inform parents when necessary. These are reviewed and monitored by the Headteacher and Learning Mentor weekly.

The Head Teacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

**Date of next review:** September 2023 **Appendix**

**1: Whole School Rules Breakdown**

Whole School Rules	Explanation
1. Always be ready for learning and try our best	<p>This rule is not about “winning” or “being the best” but rather about giving your best.</p> <p>Teaching staff encourage children to take pride in their attitude towards the process of engaging with an activity, rather than the end result.</p> <p>This skill can be evident in a range of situations where children are visibly working hard and exhibiting good learning behaviour.</p>

<p>2. Be respectful of ourselves, our friends, our adults and our things</p>	<p>Within our school and wider community, all pupils and adults are encouraged to demonstrate courtesy, manners, honesty and respect for everyone:</p> <ul style="list-style-type: none"> <li>● <i>Respect for all people - Kind people think about another person's feelings and not just their own, they help someone who is in need, and they are kind even when others are not. Kind people never expect anything in return. They treat other people kindly because they want to help make someone's life better. Kindness makes the world a nicer place because it makes people happier</i></li> <li>● <i>Respect for other people's property and belongings Children should be careful to keep their own belongings safe and be mindful not to touch other people's possessions</i></li> <li>● <i>Respect for oneself</i></li> <li>● <i>Respect for school property and belongings - Children are expected to do their part to keep the school environment clean, tidy and undamaged. This rule also refers to children's own personal possessions</i></li> </ul>
<p>3. Be safe when moving calmly and quietly around school Be safe at all times</p>	<p>Children are expected to use Fantastic Walking as they move around the school:</p> <ul style="list-style-type: none"> <li>● <i>Walking in single file</i></li> <li>● <i>Walking quietly</i></li> <li>● <i>Walking with hands at your sides (or behind back)</i></li> <li>● <i>Walking with good posture - shoulders back and down</i></li> <li>● <i>Walking with your head held high</i></li> <li>● <i>Smiling as you pass people in the corridor</i></li> <li>● <i>Children are expected to be safe using all school rules during play time, lunch time and PE as well</i></li> </ul>
<p>4. GOLDEN RULE- treat others the way we want to be treated</p>	<p>Children, staff and the school community should all follow the golden rule. Treat each other with kindness and respect, be calm and patient with each other. Always considering other people's feelings and remembering that we never know other people's moods or experiences.</p>

## Appendix 2: Dojo Point Reward System

Staff at Greyfriars Academy School use praise and rewards routinely, highlighting those pupils who are going above and beyond expectations to encourage desired behaviours. Teaching staff may use a combination of in-class rewards and dojo points when they see behaviour which goes above and beyond normal expectations. Dojo points will be awarded to pupils who go above expectations consistently.

### Desirable Behaviours that are expected by everyone:

- *Meet and Greet politely*
- *Following instructions – **first time, every time***
- *Enter the classroom in a quiet and orderly manner*
- *Begin the 'Do Now' activity promptly*
- *Is equipped for learning, (including PE kit), and in full school uniform*
- *Effort and focus sustained throughout the lesson*
- *Positive attitude to learning*
- *Looking after their belongings and school property*
- *Using Fantastic Walking when moving around the school*
- *Exhibiting the expected desirable behaviours above when others are not*
- *Holding doors for peers and staff members*
- *Assisting members of staff*
- *Being enthusiastic in lessons*
- *Improved effort with written work/class work/homework*
- *Making meaningful contributions to class discussions consistently throughout a lesson*
- *Getting changed for Forest School/swimming quickly*

### Some Examples of Behaviours that could receive Dojo Points

- *Being an exemplary talk partner*
- *Being a good friend to everyone*
- *Being a role model of excellent behaviour – going above and beyond expectations*
- *Thoughtful contributions during assembly*
- *Asking thoughtful questions*
- *Supporting their peers with their learning effectively*
- *Showing high levels of resilience when they find something challenging*
- *Working hard in subjects they typically find challenging*
- *Good effort with written work/class work/homework*
- *Reading more than is stipulated by the class teacher*
- *Acts of kindness*
- *Completing additional work outside of school*
- *Performing in assemblies/collective worship to a high standard*
- *Excellent effort with classwork/written work/homework*
- *Being an excellent ambassador for our school at inter-school events/on trips*
- *Raising money for charity*
- *Other forms of community contribution*

### Appendix 3: Behaviour Reflection

Today my behaviour has been: \_\_\_/10

**What happened/which school rule was broken?**

**What were you feeling at the time?**

**How do you feel now?**

**Who else did my behaviour affect?**

**What is needed to put things right?**

But I know my behaviour can be 10/10 **Appendix 4: Extracts from the Risk Reduction Plan**

# Risk reduction plan



<b>Name</b>	<b>DOB</b>	<b>Date</b>	<b>Review Date</b>
<b>Photo</b>	Differentiated measures. Not following Light system		
<b>Pro social behaviours</b>		<b>Strategies to respond</b>	
<b>Anxiety behaviours (DIFFICULT)</b>		<b>Strategies to respond</b>	
<b>Crisis behaviours (DANGEROUS)</b>		<b>Strategies to respond</b>	
<b>Debrief Notes (reflect, repair and restore)</b>			

## Appendix 5 Behaviour Report Card

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

[illegible]

Friday									
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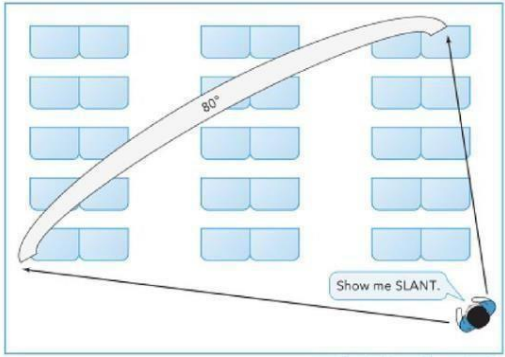
*This card must be given to your teacher to be completed at the end of the lesson and the end of breaks to a member of staff on duty. Members of staff will give you a mark of 1=poor, 2=satisfactory or 3 = good.  
 If you receive poor marks more than 3 times your parents will be called. After one week this will be returned to parents.*

Target for child	
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## Appendix 6: Behaviour Management Strategies

Strategy	Explanation
Meet and Greet	Teachers Meet and Greet the pupils at the classroom door at the start of the day, after morning breaktime and after lunch
“Do Now” activity	Use a short warm-up activity at the start of each day which children can complete without instruction or direction. This enables the learning to start before teaching begins
“Review Now” follow-up	Briefly recap the answers of the “Do Now” together as a class
SLANT	<p>Teach the pupils key baseline behaviours which help them to concentrate, focus and learn by using acronym SLANT:</p> <ul style="list-style-type: none"> <li>● <i>Sit up</i></li> <li>● <i>Listen carefully</i></li> <li>● <i>Ask and Answer Questions</i></li> <li>● <i>Never Interrupt</i></li> <li>● <i>Track the Speaker</i></li> </ul>
Engineer Efficiency	Teach pupils the simplest and fastest procedure for executing key classroom tasks, then practice so that executing that procedure becomes a routine
Pastore’s Perch  <a href="https://classteaching.wordpress.com/2021/04/27/how-to-pre-empt-poorbehaviour-and-avoidunnecessary-classroom/">https://classteaching.wordpress.com/2021/04/27/how-to-pre-empt-poorbehaviour-and-avoidunnecessary-classroom/</a>	<p>Prevent non-productive behaviour by developing the ability to see it when it happens and subtly reminding students that you are looking</p> <p>Position yourself in the corner of the classroom so that you now able to see all learners simultaneously</p> 
Be Seen Looking	Show that you are monitoring the class closely by tilting your head, scanning the room from left to right. Take a couple of minutes at the start of each lesson, once the children begin an activity, to show the students you are looking at them and that you care that they do what you have asked

Least Invasive Intervention	<p>Maximise teaching time and minimise confrontation by using the subtlest and least invasive tactic possible to correct off-task pupils. All teachers pre-empt any off-task behaviour in lessons, so that 100% of pupils are on task for every task in every lesson. Teachers insist on one voice in the classroom for instructions, explanations and discussions. Teachers swiftly use the pre-emptive reminders to correct off-task behaviours:</p> <ul style="list-style-type: none"> <li>● <i>Silent non-verbal: hand signal, eye contact, facial expression, shake head, sharp pause or clicking</i></li> <li>● <i>Unnamed: 'We're tracking. Just waiting for 100%. We need one person ... and 100%'</i></li> <li>● <i>Verbal named reminder: "I notice that you are shouting out, _____. You are breaking our school rule of being respectful. Please raise your hand and wait to be chosen, as this is being respectful. Thank you."</i></li> </ul>
Cold Calling	<p>Call on students to give verbal responses regardless of whether they have raised their hands. This ensures a high participation ratio, causing all pupils to be engaged and ready to answer. It also enables the teacher to assess all pupils and not just those who have raised their hand. Embed this technique in advance to ensure pupils know that your classroom has a culture of engaged accountability and that the Cold Call is always a possibility. Keep all Cold Calls positive.</p>
No opt Out	<p>Turn 'I don't know' into success by ensuring that pupils who won't try or can't answer practice getting it right</p> <ul style="list-style-type: none"> <li>● <i>Format 1: The teacher provides the answer, the pupil repeats the answer</i></li> <li>● <i>Format 2: Another student provides the answer, the initial student repeats the answer</i></li> <li>● <i>Format 3: The teacher provides a cue; the pupil uses the cue to find the answer</i></li> <li>● <i>Format 4: Another pupil provides the cue; the initial pupil uses the cue to find the answer</i></li> </ul>
Right is Right	<p>When responding to answers in class, hold out for answers that are 'all-the-way-right'. Probe and encourage until the question posed has been answered in full and well, e.g. "Can you explain what you mean in more detail?", "Can you develop your answer further?"</p>
Stretch It	<p>Reward right answers with harder questions. In addition to posing a challenge to a successful pupil, Stretch It can help you ensure the reliability of the correct answers when you make your follow-up question a "how" or "why" question. With consistency of application, Stretch It can help build a culture where pupils want, expect and relish a challenge, embracing a growth mindset</p>
Format matters	<p>When responding to answers in class pupils should speak in full sentences that are grammatically correct and ensure all other pupils can hear them. (SHAPE - sentences, hands away from face, articulate, projection, eye contact)</p>

Warm/Strict	<p>Be both warm and strict at the same time to send a message of high expectations, care and respect. It is possible to be clear, consistent and firm while being positive, enthusiastic and thoughtful. This sends the message that having high expectations is part of caring for and respecting someone. This can be achieved by:</p> <ul style="list-style-type: none"> <li>● <i>Explaining to students why you're doing what you are doing</i></li> <li>● <i>Distinguishing between behaviour and people</i></li> <li>● <i>Demonstrate that consequences are temporary</i></li> <li>● <i>Warm non-verbal behaviour</i></li> </ul>
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## Appendix 7: School Uniform List (2021-2022)

### Uniform:

### P.E. Kit:

We require our children to wear PE kit to school on PE days therefore it needs to be smart.

All pupils need the following:

### Jewellery:

- *In the interest of personal safety and security jewellery should not be worn in school*
  - *If the child's ears are pierced, plain gold or silver studs may be worn but must be removed for P.E. classes*
- *Children will not be permitted to wear other studs e.g. nose studs*
- *For safety reasons, children wearing inappropriate jewellery may be asked to remove it*

### Swimming:

- *Children should bring their one-piece swimming costume, towel and optional goggles in a named bag when they are directed to by the Class Teacher*

### Hairstyles:

- *For health and safety reasons, we ask that all children with long hair have it tied up and away from the face*

## Appendix 8: Greyfriars Shared Mantras

All staff at Greyfriars Academy School aim to be as consistent as possible when implementing our school Behaviour Policy.

In addition to the scripted tiered sanctions section of the policy, we also aim to use a common language when talking to children about their behaviour.

Our shared mantras include:

- *First time, every time*
- *Presenting with pride*
- *Imagine the opposite*
- *Do we interrupt? Never*
- *It's great to be grateful; we have an attitude of gratitude*
- *Every second counts*
- **SLANT:** *Sit up, Listen, Ask and answer Questions, never interrupt, Track the speaker*
- **SHAPE:** *Sentences, Hands away from face, Articulate, Projection, Eye contact*
- **STEP:** *Smile and name, Thank You, Excuse me, Please*
- *When we behave well, we will learn well*

## Covid 19 Addendum: Updated Behaviour Guidance

At Greyfriars Academy School, we recognise that following rules is a learnt skill which children need to be systematically taught and revised frequently. To reduce the risk of spreading the coronavirus and keep children and staff safe we are introducing some new rules in addition to the Whole School Rules. These are detailed below.

### Child Friendly Rules

#### Hygiene:

- *I will always wash my hands when I first arrive at school, when I have used the toilet, before and after eating, and after sneezing and coughing*
- *I will wash my hands frequently with soap and water for 20 seconds*
- *I will ask an adult for help to clean my hands if I need it*
- *I will use a tissue or my elbow to cough or sneeze in to (catch it, bin it, kill it)*
- *I will always put my used tissue in the bins provided*
- *I will try not to touch my mouth, eyes and nose*
- *I will remember to flush the toilet after I have used it*
- *I will tell an adult if I feel poorly*

#### Movement around school:

- *I will walk down corridors sensibly using Fantastic Walking*
- *I will line up smartly and closely follow the adult when moving around the school*

#### Playground rules:

- *I will stay in my bubble at breaktime*

- *I will give my friends space and try not to touch them*
- *I will give virtual hugs to my friends*

Rewards and praise for children following the above rules is the recommended approach to encourage all children to adhere to the new expectations.

If a child is deliberately not following the above rules, the expectation is that the staff member would remind the child of the rule, model the behaviour and explain why it is important that we follow the rules: to help keep all of the staff and children safe and healthy. If the behaviour persists, please refer the matter to a member of the Senior Leadership Team and the child's parents will be contacted.