



**Policy Name: Behaviour**  
**Written by: Jennifer Parry**

Review history date	Next Review Date	Coordinator	Head of Education
1 <sup>st</sup> February 2023	1 <sup>st</sup> February 2024	Jennifer Parry Gareth Brenton	Declan Tuer

### **Mission Statement**

Preparing learners for the future by providing a sustainable outstanding educational experience where all learners realise pursue and achieve their full potential, enabling them to thrive as adults.

### **The school's approach:**

Greenfields School promotes good behaviour by creating a happy, caring school environment where everyone feels valued, respected, secure and free from all forms of anti-social behaviour.

We believe that good behaviour is promoted when teaching and learning opportunities are stimulating, challenging and appropriately differentiated.

Through the use of appropriate rewards and sanctions, we encourage learners to achieve in a learning environment where self-regulation is promoted and good behaviour is the expectation. Any form of low-level misbehaviour during lessons is challenged as we believe learners will achieve their full potential in a happy, stimulating and ordered school environment. Any form of high level misbehaviour leads to exclusion and risk assessments to be revisited along with transition plan reviews where necessary.

This policy is based on guidance from the Department for Education; Behaviour and Discipline in Schools (2014) and during this review, as a result of the Covid-19 pandemic, considers these two documents from Welsh Government "Operational guidance for schools and settings from the autumn term -version 3" (September 2020) and "Guidance for supporting vulnerable and disadvantaged learners" (August 2020) particularly the guidance on pages 21 and 23.

### **Rationale**

The promotion of acceptable behaviour is a primary focus of Greenfields School. Good behaviour is fundamental to the teaching and learning process. Our aim is to support our learners' emotional, behavioural and social difficulties, so they can be fully included in school and society, fulfilling their potential and making a worthwhile contribution to their community. It must be recognised that the learners at the Greenfields School have emotional and behavioural difficulties. These difficulties may make their behaviour unpredictable; it can sometimes be dangerous and aggressive. It should be recognised therefore for such learners it is impossible to prescribe a course of action for every eventuality.

### **School rules**

1. No smoking in school or on school activities outside the premises
2. No mobile phones or electronic devices.
3. No offensive/abusive language towards other learners, teachers, care staff and support staff.
4. Treat staff and learners with respect, no physical violence.
5. Treat school property and equipment with respect, no intent to damage.
6. Guidelines regarding social distancing and appropriate use of hand gel/PPE must be followed at all times.

**The overall aims of this policy are therefore:**

- To provide a safe, calm and invigorating teaching and learning environment where all learners are valued and respected. The teaching and learning occurs with confidence and continual progress through the application of positive behaviour management strategies.
- To ensure that every member of our School community (learners, staff, and all others) is aware of the agreed expectations with regard to behaviour and discipline which are held at Greenfields School.
- To encourage the development of self-discipline, respect, consideration for others and resilience as a central part of the individual's personal development.
- To produce ethical, informed citizens.
- The school's rights respecting ethos and restorative practice are to have a positive impact on staff and pupil wellbeing. The restorative approach work is embedded across the school.

**Principles**

The following principles underpin the Behaviour Policy:

- Individual Risk Assessments have been drawn up for learners who can present with heightened behaviours and should be read, followed and reviewed.
- All learners who attend Greenfields School receive the best education which can possibly be provided using the resources available, so that each student achieves their potential.
- All staff and learners are respected as people, valued equally and treated as individuals.
- The quality of the relationships between staff and learners make a significant contribution to standards and behaviour. This is reinforced through a positive school ethos.
- Staff model good behaviour at all times
- Discipline and sanctions are applied depending on severity of incident taking into consideration damage, injury and future risk.
- Positive rewards are key to the promotion of good behaviour.
- Clear expectations about behaviour are set out, which learners have had a part in establishing. These are displayed in all classrooms.
- In discussion of behavioural issues with learners, the principle of choice should be used as much as possible whilst it is made clear to student's consequences for actions.
- Self-discipline is a vital life skill, which will be nurtured in our learners.
- Learners will not always behave appropriately and some learners will need more support than others in order for them to learn to manage their behaviour appropriately. This will require considerable perseverance in some cases.
- Staff to embody unconditional positive regard to all learners.
- A team approach should be adopted towards behaviour management. Staff should always be supported by their colleagues and managers in challenging and dealing with inappropriate behaviour and should seek to support each other in resolving conflicts.
- When a disciplinary issue has to be referred to the guardian, the member of staff concerned should stay as involved as possible in the outcome and action taken.
- Behaviour management is an area that all members of staff need to consider. Effective behaviour management will at times present a challenge to even the most senior member of staff. All staff need to work together to reflect upon and continually improve practice in relation to behaviour management.

Learners can display a range of behaviours in the classroom which are unacceptable and therefore cause disruption to the student's learning and that of others.

These behaviours may include:

**LOW LEVEL within a school classroom setting that can disrupt learning**

- Pencil tapping.
- Humming, giggling.
- Kicking table legs.
- Chair rocking.
- Poking, interfering with other learners.
- Taking other student's equipment.
- Shouting out inappropriately.
- Constant talking to support staff and/or others.
- Getting out of a seat.
- Moving around and fidgeting.

**HIGHER LEVEL within a school classroom setting that can disrupt learning**

- Swearing or shouting.
- Lashing out at others.
- Withdrawn behaviour.
- Running away.
- Hiding.
- Spitting.
- Bullying.
- Damaging property.
- Defiance.
- Throwing equipment.
- Stealing.
- Under the influence of Drugs/Legal Highs.

**Key ideas to supporting learners as identified in learners PHP (Positive Handling Plan)**

- Take every opportunity to improve student's self-esteem.
- Develop your listening skills.
- Encourage effective communication.
- Encourage the student to take responsibility for their actions and learning.
- Role model good model behaviour
- Try to anticipate trouble by being proactive to situations.
- Deal with negative behaviour in a positive way.
- Be realistic in your expectations and understanding to their diverse needs.

## Basic requirements for good order in the classroom

### All staff will:

- Be ready for the learners at the start of the lesson. Welcome learners at the door and monitor behaviour in the communal area.
- Check that all learners are present.
- Consider seating arrangements carefully.
- Staff at all levels model positive behaviour and apply a consistent, restorative approach when responding to challenge.
- Teachers and support staff place a great importance on building, maintaining and repairing relationships during circle time. When issues arise, they are to be dealt with in a restorative manner by all members of staff.
- Mobile phones/Wifi enabled devices should not be brought to school - Guardians should check that learners have left devices stored appropriately at the learners home.
- Allow late learners to join the class with minimal disruption.
- Follow individual risk assessments and positive behaviour management guidelines when managing student behaviour.
- Discuss the behaviour of any student who is continually disrupting lessons with SLT and/or staff at feedback sessions.
- Follow up on any poor behaviour and keep the guardian informed.
- Take every opportunity to reward good behaviour and good work.
- Any work or behaviour that is considered to be outstanding is uploaded to Seesaw and copied and placed on SLT display board.
- Bring the lesson to a close on time, having allowed sufficient time for the lesson summary. Each student's behaviour should be reviewed at the end of every lesson.
- The teacher should deal with the majority of incidents of poor behaviour by using appropriate teaching strategies, materials and positive behaviour management.
- All issues/incidents are recorded, minutes out logged and this information is shared with guardians **within 24hrs of incident**.
- Complete annual MAYBO Positive Handling and Restraint training.

### Rewards

- Positive participation is always rewarded 3 points per lesson monitored on trackers.
- The reward activity system is accessible to all learners and is tracked by teachers inputting weekly data and information into our shared online Google Sheet Engagement tracker.
- Learners can also have specialist courses built into their timetables if their behaviour, attendance and punctuality is good at school.
- Success is recognised, celebrated and actively promoted at all times, in all areas and at celebration days.
- Positive participation in and contribution to lessons is always rewarded by both verbal praise and on the digital engagement tracker
- Teachers will award prizes and certificates. Certificates, awards and 'Good News' are shared in school newsletter and through email. Personal phone calls to guardians, where learners have made particularly good progress, are also a very effective motivational tool and help to establish positive relationships.

## **Positive Behaviour Management**

- The underlying principle of our positive behaviour management is based on a recognition that behaviour is a language and expression of how a student feels and that there will be times that learners do not have sufficient self-awareness or skills to identify and communicate their feelings appropriately.
- Staff should not take behaviour personally and should take a pragmatic approach towards achieving a positive outcome.
- Many of the behaviours of our learners can be triggered easily.
- Staff should be aware of the issues and circumstances from which challenging behaviour arises.
- Staff need to plan for behaviour issues in their lessons.
- Staff dealing with learners displaying challenging behaviours adapt to the particular needs of the individual whilst maintaining clear boundaries of what is acceptable.

## **Changing Behaviour**

It takes time for our learners to change their previous negative behaviours but incidents can be prevented by:

- Following Assertive Discipline model
- Having high expectations of your student to behave in an appropriate manner and praising them regularly.
- Providing well prepared clear directions.
- Creating a positive atmosphere.

### **Remember:**

- Negative behaviour may not always be your student's fault.
- Give learners a choice
- Challenge the behaviour and not the learner
- Act quickly before behaviours get out of hand.
- Be firm but fair with your correction – give praise where you can.
- Be calm when correcting, tell the student why the behaviour was unacceptable and what they should be doing instead.

### **Always:**

1. Avoid confrontations try to defuse the situation.
2. Avoid physical contact however; physical intervention may on occasions be the only solution but must only be used as a last resort when all other de-escalation techniques have failed.
3. If you are unsure ask for help or advice from a member of the Senior Leadership.

## **Current strategies**

1. We only use exclusion as a last resort for our learners. The learners need to know we disapprove of their behaviour but we will support them through their difficult moments.
2. The school leadership and staff employ an OPEN-DOOR policy where they are able to approach an appropriate adult if they need any advice on any issues.
3. The school takes every lesson as separate and will try to reintroduce learners whenever possible back into their next correct class in the timetable if deemed appropriate by Senior Leadership.
4. We expect the learners to work with teaching staff and support staff to manage these moments of crisis. We encourage the use of effective timeouts by staff and learners. Student should be provided 'space' to gather their thoughts (ensuring they are visible to staff). The use of timeout is monitored using the Daily Tracking System by education staff.
5. Every day is a new day and communicating concerns between teaching staff is essential for our holistic approach to work.

### **Damage to Property**

Staff must report all instances of deliberate and accidental damage to school/personal property.

In the event of a learner deliberately causing damage to property:

- An email/BehaviourWatch report and debrief will be sent home.
- Deliberate criminal damage will be reported to the Police.
- Logged on BehaviourWatch & monitored for identifiable patterns.
- Expectation to pay back via money or restorative approach taken such as cleaning area damaged etc.

### **School consequences**

- Whilst our focus at Greenfields School is on positive behaviour management, sanctions are necessary at times.
- Reward trips and 'Golden Time' opportunities can be withdrawn from learners if the school feels that the behaviours recorded verbally or on the digital engagement tracker deem it necessary.
- Consistently poor behaviour at school can result in a meeting to discuss the issues and a student Support Plan being initiated.

### **Training and resources for staff**

- Behaviour management is a critical issue for all staff and will be regularly visited during training days.
- Resources to help with behaviour management can be accessed by staff at any time.
- All staff should use their colleagues as a resource in getting advice and support in dealing with behaviour management issues.
- Every member of staff will be given the opportunity to take part in good quality training events related to behaviour management.

### **The use of reasonable force to control student behaviour**

- All Caretech contract staff are trained in the use of MAYBO Positive Handling and Restraint which is refreshed annually
- Reasonable force should only be used to control student behaviour as a last resort and for minimal duration.
- We need to be mindful of transmission of viruses and that some young people and children may have a virus but may not show symptoms on site (i.e. Covid-19 symptoms could develop up to 2 days after transmission). Any physical interventions and restraints will take place within a one metre distance and be "skin on skin" so would be defined as "close contact". Therefore, should there be a need for physical interventions and restraints staff are encouraged to keep this to under a minute in length and where possible to make use of PPE and/or visors before initiating a restraint.
- All members of staff must receive consistent training and accreditation in method of positive handling. Greenfields uses a holistic approach that includes a range of risk reduction strategies which include non-verbal, verbal and, where absolutely necessary, physical interventions.
- Physical interventions must only be in accordance with Greenfields policies and all incidents that require physical interventions must be recorded and reported.

This policy should be read in conjunction with the following school policies, strategies and documents:

Anti-bullying Policy

Additional Learning Needs Policy

Exclusion Policy

Health & Safety Policy

And other relevant policies

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This policy will be reviewed annually and or as required.

In accordance with Standard 7, 33 (k), of The Education (Independent Schools Standards) Regulations 2014 and the Independent School Standards (Wales) 2003, Greenfields School will maintain standards of confidentiality of records, unless so requested by those referred to in the Regulations.

## Appendix A

### **General Guidance for Dealing with Confrontation and Aggression**

- Staff should always try to treat people with respect, regardless of their behaviour.
- Staff should stay as calm as possible; it can keep tensions from escalating and may help defuse the situation. If the member of staff cannot stay calm they should consider suspending or terminating the interview, leaving the vicinity, etc.
- Staff should try to avoid using the phrase “calm down” as this may suggest to the aggressor that the staff member has failed to grasp the gravity or importance of the situation.
- Staff should attempt to show empathy and concern. For example; by saying "I can see your frustration, and I'm frustrated too. However, the rules are..."
- Rather than insisting that they are right and the student is wrong, the member of staff should let the student know they see the situation differently. For example, the member of staff could say "I can see we don't see this the same way". They could also consider bringing in another person who can help.
- If a student is verbally abusive, the member of staff should tell them they will be able to help them better if they lower their voice, and speak clearly about what has caused the conflict in order to resolve the issue. Staff do not have to tolerate physical or verbal abuse.
- Staff must not promise or suggest outcomes which are not possible to get out of a difficult situation.
- Staff should trust their intuition and suspend or terminate any interview or discussion where it appears that the situation might escalate to violence.

## Appendix B

### Coping with confrontation

Avoid confrontation at all costs. Look for potential troublesome situations and remove the learners or get help to remove a student before a problem escalates.

#### **Avoid aggressive body language and gesture such as:**

- Pointing
- invasion of personal space (in MAYBO this is referred to as the Invisible Shield)
- Too much eye contact.
- Standing face on with the student, with hands on hips.
- Towering above the student.
- Folding your arms.

#### **It is better to:**

- Stand sideways on to the student (about 1 metre away) with arms relaxed posture.
- Give all learners a chance to have their say especially during a dispute. (There are always two sides to every story) Do this before giving a consequence and tell the learners “I will listen to both sides first then I will decide what to do”.
- Remove the student to an area without an audience to discuss a problem.

- If you do have a major conformation, make a clear, calm request for the aggression to stop and ask the student if they need 'calm down' time.
- If the student gets louder and louder make your voice quieter and quieter to bring the student's level of arousal down.
- Never discuss a problem whilst a student is still angry. Give the student at least 30 minutes to calm down and then address the problem.
- Look for the positive after the conformation e.g. – 'you lost your temper with me, but you have put things right by clearing up – well done!' Or 'you lost your cool but you did calm down more quickly today so that we could discuss the problem - that's good'
- Manage your own anger, be polite at all times and do not get into arguments with learners.
- Don't forget the use of non-verbal messages can be very powerful. The look, facial expression, gesture, signals.
- Modelling correct behaviour yourself is very effective, e.g. "follow your teacher's lead".
- Tactical ignoring can also be useful as many learners with behavioural issues will enjoy using negativity to draw attention to themselves.
- The 'broken record' technique where you repeat your request slowly over and over again can also be very effective.
- Aim for a positive to negative comment of about 3:1 try and monitor yourself.
- Offer genuine praise! Learners can be very wary of praise that lacks genuine foundation.

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