



Positive Behaviour for Learning Policy Appendix Document

Date of Approval:	22 January 2025
Date of Next Review:	In Line with Changes to Legislation
Signed: Executive Headteacher	M Talbot
Signed: Chair of Governors	M Hall

Document History

Date	Change Reference	Summary of Change
January 2020	Page 5	Amendment from Pupil Reward Points to Class Charts
January 2020	Page 5	Amendment of times of the day detention is held
January 2020	Page 5	Monitoring will now use Class Charts and not The Book.
May 2020	Throughout	Covid-19 adaptations to safeguard pupils & staff
September 2021	Throughout	Covid-19 adaptations to safeguard pupils & staff removed.
September 2022	Page 5	Addition of certificates to rewards section
September 2022	Throughout	Change of terminology from exclusion to suspension in light of the guidance received from the DfE 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'.
September 2023	Throughout	Re-write to reflect a positive behaviour for learning approach.
September 2024	Throughout	References to Deputy Headteacher – changed to Assistant Headteacher
November 2024	Page 3 Page 6	Implementation of Zones of Regulation added Team Teach de-escalations strategies added

Note-For the purpose of this policy Headteacher refers to Executive Headteacher and/or Head of School.

SLT1 includes the Executive Headteacher, The Head of School and the Assistant Headteacher.

Positive Behaviour for Learning

Rationale for changing the title of this document.

Previously, this document was known as the behaviour and engagement policy which referred to behaviour management procedures at Greenleys Junior School. For us, behaviour management places too great an emphasis on what the school does to manage pupil behaviour. We have decided instead to use the term positive behaviour for learning to reflect the emphasis we have on promoting behavioural habits which will help pupils to manage their own behaviour. Positive behaviour for learning habits enable pupils to engage in learning, make good academic progress and sustain good relationships with both adults and peers. Establishing positive behaviour for learning habits helps students make smoother transitions into secondary school, employment and adult life.

Key staff:

For the majority of our pupils, their class teacher, will take the lead role in developing plans and strategies to establish positive behaviour for learning habits. For most parents and carers, the class teacher will be the main point of contact.

For some pupils additional support will be required to help them establish more appropriate positive behaviour for learning habits. There may be more contact with parents and carers from the class teacher or from the pastoral support team, to enable better working links between school and home. Interventions will take place with these pupils.

Where pupils negative behaviour impacts significantly upon the learning of others and upon the good running of the school or present serious health and safety concerns, parents and carers can expect to have contact from a member of the SLT1 team (Executive Headteacher, Head of School or Assistant Headteacher). This contact will be to discuss specific, more serious incidents, or to discuss persistent lower level incidents and identify appropriate strategies to best support the pupil.

Zones of Regulation:

When pupils feel a connection, they feel belonging and significance. Often that is enough for inappropriate behaviour to stop. Zones of Regulation are used to encourage co and self-regulation. Adults in school connect with the pupil before offering options for correction. We encourage pupils to self-regulate and use the Zones of Regulation to help manage their emotions. This approach helps pupils to develop an understanding of their own emotional state and provides them with strategies to regulate their behaviour. The Zones of Regulation are used to help pupils regulate their emotions and understand their feelings. Pupils are encouraged to identify when they are in each zone and use strategies to move to a more regulated state. When pupils are able to recognise their emotions and self-regulate this is seen as a positive response to their behaviour.

House points and rewards:

Teachers have responsibility for the children in their class. This policy must be fully adhered to, consistently applied and very visible for continuity, stability and monitoring purposes. This policy is designed to support staff to create a fully inclusive and highly restorative learning environment, which builds responsible and thoughtful attitudes in our children.

- House Points must be used liberally when children are “caught being good”
- Certificates will be awarded in celebration assemblies weekly. Nominations for these must be sent to the Head of School by the previous Friday.

It is very acceptable to create extra incentives and layers of behaviour management within the classroom to support in achieving positive behaviour for learning BUT this must all link to House Points.

Restorative justice:

Restorative justice is an international movement that promotes reconciliation and mediation. Restorative justice uses 5 simple questions to promote discussion that leads to re-establishing positive relationships between the pupil and the school community. These questions are:

- What happened?
- What were you thinking at the time?
- What have you thought about since the incident?
- Who do you think has been affected by your actions?
- How have they been affected?

No shouting:

To promote positive relationships between pupils and the school we have adopted a ‘no shouting’ ethos. We believe that positive relations are better maintained if we communicate quietly and calmly with pupils. This form of communication is also a better model for pupils to copy in the wider community.

There is an important difference between shouting and a raised/ or stern voice.

Shouting implies the use of a loud voice to assert power and control over someone. Shouting is intimidating and is not in keeping with the school’s ethos.

A raised voice may legitimately be used by staff to communicate over distance, to attract attention over background noise or to alert people to danger.

Pupil voice:

We believe that pupils should have a say in their education and this includes having a say about how we deal with negative behaviour and how we praise positive behaviour. This is collected twice per year through a pupil survey.

Negative behaviour: inappropriate, disruptive and challenging:

Any behaviour that does not promote our school rules and promote a positive learning and safe environment is deemed to be negative. We have three categories of negative behaviour to reflect three levels of seriousness:

- **Inappropriate behaviour** is low-level negative behaviours that do not interrupt learning, but is out of place and if displayed in the community would draw unwanted attention;
- **Disruptive behaviour** is negative behaviour that prevents or slows learning either in the classroom, the wider learning environment or in social times, this also includes persistent rudeness and refusal; and
- **Challenging behaviour** is any behaviour that causes or risks causing harm to themselves or others, or damage to property. Pupils whose behaviour is challenging will require significant support from a wide range of people both in and out of school to reduce the risks associated with the behaviour.

Consequences: interventions, monitoring and sanctions:

All negative behaviour results in a consequence. Consequences are not restricted however to punitive sanctions.

Interventions are consequences that teach more positive behaviours. An intervention could be an informal conversation with a member of staff or a formal, timetabled programme of planned intervention delivered by our pastoral support. A personalised timetable or short term adult support are other examples of positive interventions to support pupil's behaviour.

Monitoring is another possible response to help support a pupil's behaviour. A pupil might be requested to meet with a member of SLT frequently to discuss their behaviour log on class charts.

Interventions and monitoring are the strategies most likely to have a positive impact on pupil's behaviour. However, sanctions also play an important role in maintaining a safe, secure and controlled environment within which all pupils can thrive.

Our series of consequences are as follows:

1. **Reminder** (take up time)
2. **Caution** (clear verbal caution, clearly stating consequences and the choice to make)
3. **Last chance** (30 second script) – 2 minutes break time lost conversation had with class teacher about future positive choices – recorded on Class Charts by Class Teacher
4. **Time out** (10 minutes time out in Partner Class)
Restorative meeting with class teacher
 Work missed to be completed at home.
 Recorded on Class Charts by Class Teacher
5. **Meeting with SLT1 member** – recorded on Class Charts by SLT
 Phone call home from class teacher
6. **Formal behaviour meeting** with families and contract written.

In addition there may be times where pupils fall significantly short of the expectations or have caused harm to themselves or others. The consequences for these behaviours may be:

- **Internal reflection:** pupils will be supervised at all times during the day and engage in learning separately from their peers. Pupils will have a break in the morning and a break for lunch, but these will be staffed and separate from their peers. Some of the work set may be restorative and specifically targeted at the negative behaviour;
- **Fixed-term suspension:** pupils will be put into internal reflection, until a parent/carer has been contacted and arrives at the school. There will be a discussion with a member of SLT1, a letter outlining the reason for the fixed-term suspension and the length of time and work provided for the entirety of the fixed-term suspension. Some of the work set may be restorative and specifically targeted at the negative behaviour, all work is expected to be returned at the reintegration meeting;
- **Referral to the Primary Inclusion Partnership:** this will be explored with SLT1 and the family. A referral to PIP could potentially mean a placement within the Primary Pru, or outreach work;
- **Permanent exclusion:** in the very rare instance that a pupil causes significant harm to others or persistent and significant disruption to others, permanent exclusion will be explored. This is the very last option the school will explore.

Use of reasonable force:

Schools are not allowed to have a no contact policy, and in day to day duties there are numerous reasons why a member of staff may legitimately touch a pupil: first aid, a guiding movement or giving care when a pupil is distressed for example.

In some instances touching a child may be needed to keep them safe or to take control of their behaviour.

All staff have a duty of care to ensure every child is safe. On occasions, to carry out their duty of care, staff may need to use physical force to protect the child, other pupils or property from harm or damage.

Staff have a legal right to use force as long as it is reasonable, necessary and proportionate. Staff do not resort to physical force lightly, and it is only used in very rare circumstances.

We recognise that some pupils may have additional needs and require additional support to manage their behaviour. We use TeamTeach de-escalation techniques to help support pupils, including those with special educational needs.

All incidents involving the use of force are recorded and shared with the Designated Safeguarding Lead and a thorough review of the incident is conducted. Evidence of any wrong-doing by any member of staff will be reported to the Local Authority Designated Officer (LADO).

Conducting searches:

School staff can search pupils with their consent for any item. Any searches will always be carried out with 2 adults present and always a member of SLT1.

SLT1 have the power to search pupils or their possessions, without consent, where they suspect the pupil has a “prohibited item”. Prohibited items are:

- sharps, knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco and cigarette papers;
- fireworks;
- pornographic material/images; and
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

This is not an exclusive list as professional judgement will be used where appropriate.

Items that are banned by Greenleys Junior School may also be searched for. These items have been identified as chewing gum, lighters, matches and work-tools.

Beyond the school gates:

Where behaviour outside of the school gates has a negative impact upon the good running of the school, the school will expect parents and carers to take responsibility for addressing this behaviour. Staff do however have the power to discipline pupils for negative behaviour outside of the school premises, ‘to such an extent that is reasonable’.

Staff may discipline pupils for negative behaviour when the pupils is:

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

Staff may also discipline pupils for negative behaviour at any time, whether or not the conditions above apply, providing that the behaviour:

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

Negative behaviour outside of the school gates includes insulting, bullying, threatening or sexually explicit messages via telephone, mobile, SMS text message, email, instant messaging or any other forms of social media.

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

If deemed appropriate for the school rather than parents or carers to deal with negative behaviour outside the school gates, negative behaviour will be dealt with in exactly the same way as inappropriate behaviour that occurs in school.

Monitoring and Evaluation:

The effectiveness of the policy is monitored by the Senior Team. Statistics relating to the number of suspensions per term and the use of 'class charts' analytics provide the raw data for monitoring.

Individual profiles on behaviour can be drawn up from within this data and are used as part of reports for a variety of groups who may have an interest in the behaviour improvement of individual children, e.g., Looked After Children, Children on SEN or CP Registers etc.

Reports are made to the Full Governing Body via reports from the Headteacher.



GJS BEHAVIOUR LEVELS



Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> • Low level disruption • Poor attention or effort impacting your own learning • Not coming to line up • Not doing something you have been asked to do • Other similar behaviour 	<p>Repeated Level 1 behaviours and failure to improve and/or:</p> <ul style="list-style-type: none"> • Rough behaviour • Play fighting • Unintentional physical contact • Thoughtless behaviour towards others • Other similar behaviour 	<p>Repeated Level 2 behaviours and failure to improve and/or:</p> <ul style="list-style-type: none"> • Leaving the classroom without permission • In school online safety incident • Temper outburst • Throwing equipment • Hurting another child • Unkind behaviour and rude language towards others including staff • Inciting others to make poor choices • Other similar behaviour 	<p>Repeated Level 3 behaviours and failure to improve and/or:</p> <ul style="list-style-type: none"> • Continued leaving the classroom without permission • Repeated in school online safety incidents • Racist or negative language linked to protective characteristics • External online safety incident damaging the school's reputation • Swearing at staff • Throwing furniture • Deliberate property damage • Truancy • Deliberately hurting another child or fighting • Threatening behaviour or intimidation • Inciting others to fight • Other similar behaviour 	<p>Repeated Level 4 behaviours and failure to improve and/or:</p> <ul style="list-style-type: none"> • Leaving the school site • Misconduct of a sexual nature (age dependent) • Established bullying including cyber bullying • Physical assault • Drug or alcohol related incidents • Bringing a weapon into school • Severe damage to property • Other similar behaviour
<p>Dealt with by:</p> <ul style="list-style-type: none"> • Class teacher • Support staff 	<p>Dealt with by:</p> <ul style="list-style-type: none"> • Class teacher • Support Staff 	<p>Dealt with by:</p> <ul style="list-style-type: none"> • Class teacher • Support staff • Pastoral HLTA 	<p>Dealt with by:</p> <ul style="list-style-type: none"> • Class teacher • Support staff • Pastoral HLTA • SLT 	<p>Dealt with by:</p> <ul style="list-style-type: none"> • SLT • External agencies
<p>Consequences:</p> <ul style="list-style-type: none"> • Reminder of Ready, Respectful, Safe rules • Conversation in the moment • Reflective conversation 	<p>Consequences:</p> <ul style="list-style-type: none"> • Reminder of Ready, Respectful, Safe rules • Moved space in the classroom (time/age dependent) • Partial break time time-out • Reflective conversation at breaktime 	<p>Consequences:</p> <ul style="list-style-type: none"> • Time spent in a partner classroom for the rest of the lesson • Missed breaktime with the teacher reflecting • Pastoral HLTA called to intervene to de-escalate and re-engage 	<p>Consequences:</p> <ul style="list-style-type: none"> • Incident investigated in Year group and then SLT verbally alerted • Lunchtime missed in the office • Class teacher and Pastoral HLTA to meet with parents • Internal suspension • Removed from the playground for a minimum of a week 	<p>Consequences:</p> <ul style="list-style-type: none"> • Escorted to SLT • SLT and Class Teacher to meet with parents • Suspension • Potential Governor Hearing called • Permanent Exclusion
<p>Reporting:</p> <ul style="list-style-type: none"> • Not logged on Class Charts 	<p>Reporting:</p> <ul style="list-style-type: none"> • Class Charts log with categories but no notes made 	<p>Reporting:</p> <ul style="list-style-type: none"> • Class Charts log and short note • Class teacher to make contact with home 	<p>Reporting:</p> <ul style="list-style-type: none"> • Class Charts log with notes • Class teacher to make contact with home (SLT if it is an internal suspension) 	<p>Reporting:</p> <ul style="list-style-type: none"> • Class Charts log with notes • SLT to make contact with home