

Greenhill School



Behaviour Policy 2014-2015

The Principles

Staff and governors at Greenhill School believe that in order to enable effective learning and teaching to take place, desired behaviour in all aspects of school life is necessary. It seeks to create an inclusive caring, learning environment in the school by:

- promoting desired behaviour and discipline;
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- ensuring equality and fairness of treatment for all;
- encouraging consistency of response to both positive and negative behaviour;
- promoting early intervention and de-escalation;
- providing a safe environment; free from disruption, violence, bullying and any form of harassment;
- encouraging a positive relationship with parents and carers to develop a shared approach which involves them in the implementation of the school's policy and associated procedures;
- promoting a culture of praise and encouragement in which all students can achieve.

Roles and Responsibilities

- The Governing Body will establish, in consultation with the Headteacher, staff and parents, a policy for the promotion of desired behaviour and keep it under review. It will ensure that this is communicated to students and parents, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of desired behaviour of students and staff.
- The Headteacher and SLT will be responsible for the implementation and day-to-day management of the policy and procedures.
- Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied, which will involve ensuring the Points system is kept up to date and effectively utilized. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Headteacher, for creating a high quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently. **It is expected that no staff member leaves the school site before they update the points system for the classes they've been timetabled each day, in order to ensure consistent application of the system.**
- The Governing Body, Headteacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to, and appropriately addressed.
- Parents and carers will be expected, encouraged and supported to take responsibility for the behaviour of the child both inside and outside the school.

- The school will encourage parents to work in partnership with the school, to assist it in maintaining high standards of desired behaviour and will be actively encouraged to raise with the school any issues arising from the operation of the policy. A 'Home-School Agreement' will be signed by parents/carers upon the admission of their child to Greenhill School. Parents will be made aware of their child's behaviour targets and the outcome of the termly review. These targets will also be discussed at the child's Annual Review of their Statement of Educational Need.
- Students are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. They will consult with their class teachers in order to form behaviour targets which will then link their IBPs within the school's points system. Students will also be encouraged to take responsibility for their social and learning environment, making it both safe and enjoyable, by reporting all undesirable behaviour.

Procedures

The procedures arising from this policy will be developed by the Headteacher in consultation with the staff. The procedures will make clear to the students how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to staff, students and parents. The procedures will be monitored to ensure they are consistently and fairly applied, and promote the idea of personal responsibility and that every member of the school has a responsibility towards the whole community.

All Team Teach Physical Interventions will be recorded in the appropriate log book. Each staff member has their own log book and is responsible for ensuring its completion following any physical intervention.

Key staff members have been trained in Restorative Justice and this is operated wherever positive to quickly re-establish a positive working environment for both staff and pupils. Students will always be given a chance to consider their behaviour. They will be encouraged and helped to make apologies to other students or staff they may have offended; show they can keep to the school rules; or make suitable reparation.

Rewards

- A school ethos of encouragement is central to the promotion of desirable behaviour. Rewards are an integral means of achieving this. 'Gold Run' activities and special trips and residentials are ring-fenced for those pupils who earn the highest points by participating positively in the behaviour modification process through the points system. Rewards have a motivational role in helping students to realise that desirable behaviour, self awareness and responsibility to self and others is valued. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups. Alongside this is the informing parents regularly on their child's desired behaviour.

Sanctions

- Sanctions are needed to respond to undesirable behaviour. However, prior to any sanction being issued all solution focused strategies will have been actioned.
- Pupils will be clearly told why the sanction is being applied and what changes in behaviour are required to avoid future sanctions. Staff will make a clear distinction between the sanctions applied for minor and major offences.
- Sanctions are used to guide pupils into making 'good choices' with their behaviour and this will inform our target setting for the Behaviour Points System.
- Internal exclusions will be conducted as an alternative to fixed term exclusions, as deemed appropriate by the Head and staff.

Training

- The Governing Body and Headteacher will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy. All staff will be trained in accordance with Team Teach and all practice adhered to. Initial stages of de-escalation are highly significant for pupils at Greenhill and at all times, staff must ensure they put this into practice. A physical intervention will only be used if the behaviour of an individual is putting others or themselves at risk.
- Positive handling Plans and Risk assessments are produced for individual pupils during designated INSET. All staff have responsibility for being familiar with these documents.
- The 'Code of Conduct' for all staff members is revisited and discussed at the start of every year in designated INSET, as well as throughout the year as deemed appropriate and necessary by SLT.

Inter-relationship with other school policies

- In order for the behaviour policy to be effective, there is a clear relationship with other school policies, particularly equal opportunities and inclusion.

Involvement of outside agencies

- The school works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all students are met by utilising the range of external support available.

Review

- The Governing Body will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the Headteacher, staff and parents.
- The outcome of the review and changes to policy, resolutions and solutions will be communicated to all those involved and incorporated into an amended Behaviour Policy.

Promoting Good Student Behaviour

- Staff will praise students when they see good behaviour.
- Staff will tell students clearly what is expected of them.
- Students will remember what is asked of them.
- Rules are consistent, fair, and will be kept.
- Rules will be regularly reviewed with staff and students.
- Responsibilities and expectations will be matched to individuals and their development.
- Staff will regularly inform a student's parents or carer of exemplary behaviour as well as achievement (letter of commendation, praise postcards, parents evening, or informally via a phone-call).
- When students have worked hard to support others, in or out of school, they will be commended – exemplary acts will be commended in assemblies
- Staff will be good role models for pupils

Rewards

Good behaviour should be consistently rewarded.

- Staff will praise a student/class immediately upon their good behaviour and say why they are pleased.
- Staff will regularly inform each other and the students' parents of praiseworthy actions.
- Staff may give privileges (such as a visit to the Deri Stores) to students who behave consistently well, and to those otherwise who have made a special effort to do so.
- All staff will use the points system to reward pupils.
- When appropriate, staff may reward a whole group for their co-operative support of individuals or each other, for good behaviour or achievement.
- Exemplary behaviour or achievement will be commended by staff using certificates and mentions in assemblies.

Promoting Desired Behaviour

Undesirable Behaviour

In line with Team Teach de-escalation strategy try to use:

- tactical ignoring;
- verbal encouragement to assist in return to task;
- positive modelling;
- redirection;
- verbal warnings, move student in class, time out, detention.

All staff must follow procedure consistently and fulfil their individual role for it to work successfully.

Promoting Achievement

Creating a Climate for Teaching & Learning

If guidance, structure and behaviour are consistent in lessons students will know their boundaries.

Classroom Expectations

- Ensure that your classroom is prepared by having the lesson's resources ready. If this is what the students expect on arrival, the lesson should start smoothly. **Students arriving at different times will enter into a calm and inviting working environment.**
- As students arrive greet them by name, taking every opportunity to recognise where an individual may need extra support.
- Start the main body of your lesson by recapping on the previous lesson and then clearly explain the objectives, activities and outcomes that are expected of this lesson.
- Ensure that all students are catered for through differentiated tasks and that they understand these tasks clearly. Where students are successfully engaged, off task behavioural difficulties, inconsistencies should be dramatically reduced.
- Encouragement, praise and empowering the student should be used whenever possible.
- Assess and reward where appropriate making sure that all targets set are encouraging – if possible, avoid the words “but” and “however” in summative comments. Use positive language always pointing out what they should be doing and not what they shouldn't.
- During the plenary use “Assessment for Learning” strategies when reviewing the objectives of the lesson. finish your lesson with a positive comment.

General behaviour outside the classroom

At this school we believe that it's important that pupils learn to become part of the school community without fear of:

- risk to their safety;
- physical assault from others;
- bullying;
- verbal, sexual, racial harassment;
- being tempted by alcohol or drugs being made available;
- criminal behaviour of others.

Pupils are expected to move around the school in an orderly manner and queue for their lunch in a quiet and appropriate way.

Vandalism and graffiti will not be tolerated and will result in:

- the offender having to clean the graffiti;
- the offender having to pay for or undertake small tasks around the school by way of reparation;
- loss of points;

- loss of privileges;
- parents being billed;
- Fixed term exclusions if deemed appropriate.

Fire Alarms

Fire alarms are placed around the school to safeguard the safety of the whole school community.

A pupil who has deemed to have deliberately set off the fire alarm will be dealt with by the SLT and could:

- be charged for replacing any smashed glass or cracked plastic covering/casing;
- lose points;
- have a fixed term exclusion, if deemed appropriate.

Physical Aggression

Fighting or physical aggression of any sort between pupils is considered a serious breach of discipline, as is carrying an offensive weapon or anything perceived to be carried to cause harm to others, and will be dealt with by:

- removal and isolation of the aggressor;
- physical intervention to separate pupils if necessary;
- loss of points;
- fixed term exclusion if appropriate;
- involvement of police if appropriate and/or necessary.

Assaults on members of staff will be regarded as very serious breaches of discipline with appropriate severe sanctions. Staff may report such incidents to the police in consultation with the SLT.

Bullying

- All pupils are advised to report incidents of bullying or any concern they have, to a member of staff.
- All allegations of bullying should be investigated thoroughly by appropriate staff.
- All incidents of bullying should be logged on the school's Behaviour Log on 'Teacher Share' and noted in the end of day meeting book.
- Appropriate action will be taken to remedy any isolated or repeated incidents of bullying

Smoking, Alcohol and Substance Misuse

Smoking

In line with Cardiff Council's policy, Greenhill is a 'No Smoking' zone.

- Smoking is actively discouraged by staff.
- Pupils who bring smoking materials into school will be asked to hand them into staff. Where pupils refuse to co-operate with this, they will be returned home to drop off their smoking materials and brought back to school.
- Pupils seen smoking will be asked to put their cigarettes out. If they refuse to do so, the cigarette will be removed from them and destroyed.
- All pupils are reminded regularly of these rules during assembly times.

Smoking of illegal substances on school premises, or those pupils deemed to be under the influence of such substances, will be dealt with in an appropriate manner by SLT and in accordance with Cardiff Schools' Crimebeat Policy.

Drinking of alcohol in school or attending school under the influence of alcohol, is not acceptable and will be dealt with by SLT.

Criminal Behaviour

Criminal behaviours will be reported to the police.

Physical aggression in its extreme can lead to injury. Where appropriate the school will:

- notify the police;
- support parents and pupils in making a formal complaint to the police;
- support staff in making a formal complaint to the police;
- apply appropriate measures within school;
- carry out or review and amend relevant risk assessments.

Travel To And From School

- When unacceptable behaviour occurs on school transport it may lead to the withdrawal of the provision. This may be a temporary arrangement but persistent poor behaviour could lead to a permanent ban.
- Where damage to a vehicle occurs, we will provide the contractor with any evidence we become aware of.
- Pupils acting in a dangerous way in the school car or minibus, or those who cause damage to either, will be given a transport ban for a fixed period, as deemed appropriate by the Head and staff. Re offence may result in a permanent ban.

Use of ICT

- Pupil ICT accounts will be closed for inappropriate use of ICT in school, as deemed appropriate by the Head and staff.

Mobile Phones

Mobile phones are used by most of our pupils.

- If mobile phones are accessed during lesson times and are causing a disruption to the smooth running of the school, pupils will be asked to hand their phone into staff for safe keeping. Refusal to do so will result in pupils being returned home to drop off their mobile phone.
- Any film/photographs taken of other pupils or staff by a pupil will be deemed a serious breach of school discipline and appropriate action will be taken by SLT.

Racist Behaviour

Racist behaviour is reported termly to the LA and parents are informed. Appropriate action will be taken by the staff involved and SLT. A record is logged formally in the 'Racist Behaviour Book' and logged in the end of day meeting book.

Use the Minimum Effective Response

Shouting or intimidating gestures and comments are not appropriate and are not supported as effective methods of student management.

Students displaying undesirable behaviour expect to be confronted. This often leads to more confrontation where a student may then feel that they have no way of backing down and the situation can only escalate.

To counter this try to:

- do the unexpected – stay calm and tactically ignore their behaviour if it's safe to do so.. When the student is calm discuss and resolve the situation;
- use non verbal messages;
- discreetly, at eye level, give the student choices as to where the situation can go. Always give them the opportunity to correct their behaviour;
- offer positive alternatives to misbehaviour.

Remember:

- always **tackle the behaviour** and **not the student**;
- provide opportunities for students to correct their own behaviour.

Complaints Procedure

Any complaint will first be considered in the light of the school's child protection procedures,

REVIEW DATE:



SIGNED: _____

Jayne Cowan – Chair of Governors

Greenhill Home/School Agreement

The parents/carers

I/We shall ensure that:

- My/our child will attend school regularly, punctually and properly equipped.
- I/we will inform the school on the first day of any absence.
- I/we will make the school aware of any concerns or problems that might affect my child's work or behaviour.
- I/we support the school's policies and guidelines for behaviour.
- If the school deems my/our child's behaviour sufficiently inappropriate to remain in school, I/we will accept him into our charge for the remainder of the school day and any further days deemed appropriate e.g. through part time timetable, exclusion etc
- I/we will attend parents' evenings and discussions about my child's progress.

Greenhill School

The school will ensure that:

- We care for your child's safety and happiness.
- Your child achieves their full potential as a valued member of the school community.
- We provide a balanced curriculum and meet the individual needs of your child.
- We will arrange for appropriate work experience and alternative curriculum programmes when your child is 14 years of age.
- We achieve high standards of work and behaviour through building good relationships and developing a sense of responsibility.
- We will keep you informed about general school matters and your child's progress in particular.
- We will be open and welcoming to the pupil/parent/carer at all times.

The pupil

I will:

- Attend school regularly and on time.
- Attend all my lessons punctually.
- Respect the school rules and carry out reasonable requests made by staff
- I will show respect to all staff and other pupils and will not be verbally or physically threatening or abusive towards them
- Bring all my equipment I need every day.
- Wear the school uniform and be tidy in appearance.
- Do all my classwork and homework as well as I can.
- Be polite and helpful to others.
- Keep the school free from litter and graffiti.

Pupil name (*print*): _____ Signature: _____ Date: _____

Parent/carer name (*print*): _____ Signature: _____ Date: _____

Headteacher name (*print*): *Jane Counsell* Signature: _____ Date: _____



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Date:

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www.greenhillsp.cardiff.sch.uk

Dear Parent/Carer of

You are probably aware that your child's behaviour targets are linked to our points system. Those pupils with the highest points are awarded certificates in assembly each week for their 'Record of Achievement' and also with a 'Gold Run' activity at the end of term.

We have recently reviewed your son's targets and progress made towards meeting these targets. Following staff discussions and after talking with your child, two new targets have been set for your child and these will be reviewed at the end of term.

These are the targets:

1. _____

2. _____

If you would like to suggest any changes to these targets, please contact a member of staff at school as soon as possible.

Yours sincerely,

Donna Jones
 Assistant Head