



The Consortium Trust

Greenfields Partnership- Helmingham and Henley Primary Schools

Behaviour and Inclusion Policy

Value statements:

- Inclusion: a voice for everyone and everyone is heard
- Focus: children and young people at the core of all we do
- Collaboration: together we are stronger
- Quality: excellence through innovation, creativity and continuous improvement
- Integrity: transparency and fairness in all we do

1. Aims and expectations

- 1.1 It is a primary aim of our schools that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.
- 1.2 The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- 1.3 The school expects every member of the school community to behave in a considerate way towards others.
- 1.4 We aim to treat all children fairly and apply this behaviour policy in a consistent way.
- 1.5 This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 1.6 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

2. Responsibility

- 2.1 Behaviour is a whole school responsibility, all members of staff have a duty of care to ensure a safe learning environment.
- 2.2 Class teachers are specifically responsible for the pupils in their class, this included those on a reduced timetable or those accessing a personalised curriculum.
- 2.3 Class teachers are responsible for creating and monitoring individual plans for pupils, these include plans for managing behaviour and or learning.
- 2.4 Class teachers should arrange review meetings with families and key staff ensuring all stakeholders are involved in target setting.

3. Curriculum Planning

- 3.1 All pupils have the right to a access high quality education.
- 3.2 Some pupils with additional needs require fully personalised learning others need some aspects of the curriculum personalised. Class teachers are expected to plan for appropriate learning for these pupils for all learning. This includes pupils who are spending time out of the classroom with other adults.

3.3 Planning should be available in good time allowing for support staff to resource the sessions where necessary.

4. Rewards (Positive Consequences)

4.1 We praise and reward children for good behaviour in a variety of ways, these may include:

- Staff congratulate children;
- Staff give children stickers and stamps;
- We award stickers to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school; a behaviour passport is issued to all children to collect stamps which can be exchanged for prizes of different values
- Achievement assembly takes place weekly;
- House points are awarded for positive learning behaviours;
- A star of the week is chosen weekly, awarded for endeavour in any area, taking into consideration the starting point of the pupil.

4.2 The school acknowledges all the efforts and achievements of children, both in and out of school.

5. Sanctions (Negative Consequences)

5.1 The school employs a number of sanctions to embed the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. All staff will ensure that the teaching is adapted to meet the needs of every pupil as far as reasonably practicable.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we may tell the child to take some time out from the rest of the class until s/he calms down, and is in a position to work sensibly again with others (this may be in a different room or another part of the working environment).
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and directs the child to an alternative activity, in order to ensure the safety of everyone
- If a child threatens, hurts or bullies another pupil, the class teacher records the incident and the child will receive an appropriate sanction. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to understanding, and being able to help the child modify, their behaviour. Any concerns/ incidents are recorded on My Concern.
- If a child is putting others at risk or in danger, the rest of the class may be redirected to an alternative learning space according to individual risk assessments and behaviour support plans.
- At lunchtimes support staff record misdemeanours on MyConcern. This acts as a warning to the pupil who should cease the inappropriate behaviour immediately. If there is a repeat of this behaviour a pupil is sent inside to a member of the teaching staff. If there is persistent inappropriate behaviour at lunchtimes, parents will be informed. This could result in the pupil being sent home at lunchtimes, in line

with DfE guidelines around exclusion.

- The school may confiscate items deemed inappropriate in line with the guidelines recommended by the DfE. The school retains the right to search pupils should the need arise, subject to guidelines in force at the time from the DfE.
- All negative consequences may be modified and adapted for those with specific individual need according to IEP's, behaviour support plans or recommendations from leading professionals.

- 5.2 In addition to these rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during PSHE.
- 5.3 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. Refer to the school anti Bullying Policy.
- 5.4 All members of staff are aware of the regulations regarding the use of reasonable force (see Positive Handling Policy) by teachers, as set out in Section 93 of the Education and Inspections Act 2006. Use of Reasonable Force (July 2013).

The Use of Force to Control or Restrain Pupils. Teachers and all other staff do not use physical force for any other reason than to ensure the safety of the child, or others, from physical harm, to prevent damage to property which may present a health and safety risk, or to take control in an extreme situation. All incidents of restraint are recorded in a bound book which is reviewed by the academy head and kept in secure storage.

6. The role of the class teacher in creating positive learning environments

- 6.1 It is the responsibility of the class teacher to ensure that the school rules are embedded in their class and that their class behaves in a responsible manner during lesson time.
- 6.2 Teachers and other staff that routinely supervise or work with pupils have a duty of care to all pupils, throughout the school, throughout the day and should support pupils to make the right choices in line with expected behaviours.
- 6.3 The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.
- 6.4 The class teacher treats each child fairly and reinforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.
- 6.5 If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Academy Head.
- 6.6 The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or behaviour support services.
- 6.7 The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

7. The role of the Academy Head

- 7.1 It is the responsibility of the Academy Head to ensure the health, safety and welfare of all children in the school. It is the responsibility of the Academy Head, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to the Locality Committee, when requested, on the effectiveness of the policy.
- 7.2 The Academy Head supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- 7.3 The Academy Head keeps records of all reported serious incidents of misbehaviour.
- 7.4 The Academy Head has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of misbehaviour, the Academy Head may permanently exclude a child. Both these actions are only taken after the issue has been discussed with the Principal/CEO and school Locality Committee Members have been notified.

8. The role of parents and carers

- 8.1 The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- 8.2 We explain the school rules within this policy, and we expect parents to read these and support them.
- 8.3 We expect parents to support their child's learning, and to co-operate with the school, as set out in the homework policy. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- 8.4 If the school has to use reasonable sanctions to sanction a child, parents are expected to ~~should~~ support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the Academy Head. If the concern remains, they should contact the school Locality Committee Members. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

9. Role of Locality Committee Members

- 9.1 The Locality Committee has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Locality Committee Members support the Academy Head in carrying out these guidelines. The Academy Head has the day-to-day authority to implement the school behaviour and discipline policy, but Locality Committee Members may give advice to the Academy Head about particular disciplinary issues. The Academy Head must take this into account when making decisions about matters of behaviour.

10. Fixed-term and permanent exclusions

In the event of an exclusion permanent or fixed term), procedures follow DfE Guidance for maintained schools, academies and pupil referral units.

- 10.1 Exclusion is seen as the last resort in the school's system of sanctions.
- 10.2 The aim of the school is to keep children in school unless cases of indiscipline or breach of school rules are such that exclusion can be seen as the only way to maintain the safety of individuals, good order, behaviour and discipline.
- 10.3 Exclusions are illegal if they occur for non-disciplinary reasons, such as:

- additional needs or a disability that the school feels it is unable to meet;
- lack of academic attainment/ability;
- the actions of a pupil's parent(s); or
- failure of a pupil to meet specific conditions before reinstatement.

10.4 Exclusions can be either of two types:

1. **Fixed term:** where the pupil is excluded between 1 and 5 days in a single occurrence, up to a maximum of 45 days within a school year. Including fixed period lunch time exclusion.

Fixed-term exclusions totalling five or fewer school days (or 10 or fewer lunch-times or half days) in any one term must be reported to local committee members at each meeting and recorded on the pupil asset. The Locality Committee must consider any representations made by parents, but it cannot direct reinstatement and is not required to arrange a meeting with parents.

2. **Permanent:** where an excluded pupil has Special Educational Needs (SEN) or is on the SEN register, it must be demonstrated that the academy has regard for the SEN Code of Practice and has provided extensive means of support to help meet the pupil's needs. Early intervention to address underlying causes of disruptive behaviour should include an assessment of whether appropriate provision is in place to support any SEN or disability that a pupil may have. Any intervention strategies should be discussed with and involve the pupil's parents.

10.5 Only the Academy Head has the power to exclude a pupil from school. The Academy Head may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Academy Head may also exclude a pupil permanently.

10.6 If the Academy Head excludes a pupil, s/he informs the parents immediately by telephone in the first instance, giving reasons for the exclusion. At the same time, the Academy Head makes it clear to the parents that they can, if they wish, appeal against the decision to the Locality Committee. The school informs the parents how to make any such appeal. The Academy Head informs the Principal/CEO of the Trust and the Locality Committee about any exclusion.

10.7 In the case of a fixed-period exclusion which does not bring the pupil's total number of days of exclusion to more than five in a term, the Locality Committee must consider any representations made by parents, but it cannot direct reinstatement and is not required to arrange a meeting with parents.

10.8 Parents, the Trust CEO and the Local Authority will receive a copy of the formal exclusion letter.

10.9 The Locality Committee itself cannot either exclude a pupil or extend the exclusion period made by the Academy Head.

10.10 The Academy Head maintains a serious incident file, which records all the details of every exclusion and is responsible for the paperwork. A report on the number, type and nature of exclusions is given to the CEO and the Locality Committee on a half-termly basis.

10.11 Work is set for the excluded pupil for the period of the exclusion and is marked and fed back to the pupil following the existing Marking Policy.

10.12 Following a fixed term exclusion, the pupil and their parent/carer are seen by the Academy Head at a 'Return to School' meeting prior to being re-admitted to school.

10.13 In some cases, a pupil has one or more fixed term exclusions coupled with a poor behaviour record, the placement at the school may be deemed inappropriate for the child. If the child is a risk of permanent exclusion, the parent/carer will be asked to attend an interview and an Inclusion Action Plan will be drawn up. The aim being to support the child to avoid a permanent exclusion, the school recognises the importance of partnership with parents particularly at this stage to ensure the child is sufficiently supported to succeed.

10.14 The Trust Board will convene a discipline committee, which is made up of between three and five

members. These members may be drawn from the Members, Trustees or any Locality Committee within the Trust. This committee considers any exclusion appeals on behalf of the Locality Committee.

- 10.15 When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents, the Local Authority and the Trust, and consider whether the pupil should be reinstated.
- 10.16 If the Locality Committee Members' appeals panel decides that a pupil should be reinstated, the Academy Head of the school must comply with this ruling.

11. Wellbeing

Wellbeing of staff is important and the Trust recognises that, at times, staff may have to deal with extreme behaviours. It is important that staff have an opportunity to take some 'time out' to reflect on any serious incident. A template reflection log is available to support staff in this professional process.

Document Control

Changes History:

Version date	Amended by	Details of change
V2 26.04.2017	Principal/CEO	To clarify protocols around exclusion.
V3 08.09.2017	Principal/CEO	To clarify protocols around the appeals process for parents, in line with National Guidance.
V4 01.08.2018	Principal/CEO	To remove the reference to converting a fixed term exclusion to a permanent exclusion
V5 26.04.2019	Nigel Shaddick - WISA	Addition information regarding permissible exclusion reasons; addition of value statements and updating references to Governing Body
V6 02.04.2020	Tamsin Little Director Primary Education	Re-numbering of paragraphs after adding: 2) Responsibility 3) Curriculum Planning 10) Wellbeing
V7 30-4-21	Stephanie Hawes Academy Head Teacher	Add school appendix Add terminology to rewards and sanctions Add bullet point relating to IEP's and BSP's Section 5.1 Re- number sections as they were misaligned

Approval

Name	Title	Signed	Date
Andrew Aalders-Dunthorne	CEO & Principal	Electronic signature	01.08.2016
Dawn carman-Jones	On behalf of Trust Board	Electronic signature	01.08.2016

Equality Impact Assessment

Date	Name	Details of Impact

Appendix A



Greenfields Rights and Responsibilities

Everyone in our school community has rights and responsibilities to ensure that our schools are safe places in which to learn, work and play.

This booklet provides an outline of our expectations and clarity on different aspects of our school rules, systems and behaviours. We know how important it is to be respectful and we want every child to access learning at every possible opportunity. Everybody has the right to a calm, safe, productive learning environment. A common approach to routines, behaviours and expectations are vital to the day to day running of our schools and classrooms.

We work together as a community to make sure we are the best we can be. We know that it is important to be successful learners and contributors to our community. The routines in this booklet need to be applied consistently to create the environment that is steeped in respect, manners and learning.

These will need to be regularly reinforced and rehearsed with the children so that we expect and maintain the high standards that we expect.

BEHAVIOUR: The way in which one acts or conducts oneself, especially towards others

Positive Consequences

Public/ private praise and affirmation- linked to reasons why the praise has been issued

House Points- attainment, achievement, school work,

Praise pads/ postcards- sent home with child or through the post to highlight great personal achievements

Points passport- stampers for positive choices, exemplary behaviour, manners, perseverance, resilience, good learning behaviours

Certificates- Head Teacher awards- Wow certificates from each class each week- shared in assembly across both settings

Monthly/Termly trophy awarded to house team with most passport points and house points (calculated separately)

Negative Consequences

Minutes taken from play/ break times (for selected periods of time)

Time out timer- assigned to reason issued on playground or in class

Completing work in own time (if selected not to complete in class)

Record all incidents on My Concern

Conversations with parents and families where necessary

For all consequences- positive or negative, we will be making explicit the reasons why they have been issued. Children should know, and be able to share why a consequence has been given.

Opting out is not an option! If a conscious decision is made not to participate in a lesson, any missed work must be completed in own time- either in break/ lunch time, at home or in isolation in a quiet work space in school under supervision.

Teachers may operate a traffic light system in class- green= verbal warning, yellow= moved/ sitting out from from peers, red= sent to member of Senior Leadership Team.

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Behaviour expectations and rules

Demonstrate good manners- say please and thank you as appropriate and use positive language with each other

Share and take turns

Show respect for each other and the equipment in school- personal belongings and school resources cost money and should be treated with respect

Accept responsibility for mistakes, errors and breakages (even if it ends in a negative consequence)

Wait for others to stop talking before interrupting- everybody has a right to be heard but it is important to listen to the opinions and ideas of others too.

Show you are ready to learn by sitting at your table, facing the front with your feet on the floor under the table

Long hair should be tied up- you will be less likely to get it caught in anything, it won't be a distraction and you will be less likely to catch head lice

Always have water in your water bottle- drink plenty throughout the day to keep hydrated and it can be replenished as often as needed

Accept the directives of adults- unless they put you at risk or in danger. Adults in school ask you to complete activities in order to provide you with a broad educational experience and to keep you safe. They will not ask you to do anything that puts you or the other children and staff at risk.

Brain breaks

It is accepted that some children will need frequent brain breaks throughout a day. These will be for specific amounts of time and limited to a designated number of breaks throughout a day.

Timers will be available for brain break activities.

Activities may also be specified and chosen as a target to work to.

Morning work activities

When the children come in to school in the morning, they will be taking part in any of the following activities:

Pobble 365- free writing or sentence started provided for imaginative writing

Maths challenges- times tables rock stars

- ten minute tests

- number bonds/ times tables

Reading activities- 60 second reading challenges, VIPERS, reading quizzes or comprehension

Handwriting, spelling or SPAG activities

Lining up

Face the front of the line

Stand quietly

React to any signal to stop talking- showing respect to all

Stand in a straight line

In the dinner hall

Talk quietly at the tables- lots of children in a small space makes it difficult to hear if you are being too loud

Use cutlery properly (asking for help if needed)

Be polite- say please and thank you when being offered your meal options

Line up neatly keeping your hands and feet to yourselves

Clear away after yourselves- make sure your table is cleared of any spillages, rubbish, plates and cutlery etc.

Use the dustpan and brush to pick up anything off the floor

Store lunchboxes neatly on the trolley or back in your lockers

Try to make good snack choices (see suggested list below)

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Houses

All children assigned their house when joining the school. They compete in these 4 house teams for PE, sports day, behaviour points and house point challenges.

Points will need to be collected by house captains and recorded weekly. House points can be recorded on a weekly grid on display in classrooms. Behaviour points can be added to a grid or a collection jar also.

House groups will also be working with the school council/ pupil parliament team to help make decisions about the future of the school.

House colour t-shirts can be worn as part of PE uniform

House names to be decided as part of competition for Helmingham (or linked with Henley 4 rivers names for cross school competition)

Uniforms

Long hair should be tied up

Stud earrings may be worn but must be removed for PE- other jewellery should not be worn

Hair accessories should be small/ minimal in school or natural colours.

Children can wear a watch but this will be their responsibility and will need to be removed for PE

Nail polish should not be worn

Name labels should be added to all items of clothing

Clothing:

Wellies/ outdoor shoes should be provided and kept in school- we will always attempt to be outside in all weathers

A set of spare/old clothing should be kept in school for use in outdoor learning activities- this does not need to be school uniform (an old tracksuit, warm sweatshirt and waterproof clothing is recommended)

Logo jumpers and polo shirts are encouraged- if these are unavailable a plain sweatshirt in the school colours should be worn

Navy/ Red fleeces may be worn (plain or with school logo) over jumpers in colder weather

School trousers or skirts should be worn- not leggings (leggings/ tights should only be worn under skirts or dresses in colder weather. Cycling shorts may be worn under skirts in summer)

Tights should be navy or red

Socks- plain in colours of school uniform

PE T-shirts- should be plain (preferably in the colours of their house team)

PE clothing should include shorts as well as plain jogging bottoms. Jogging bottoms are not suitable for use on PE apparatus indoors

Shoes:

Children should be wearing black school shoes- not boots. Shoes should be fastened and stay on the feet- not slip on pumps

School shoes should be flat- not heeled

Children should have plimsols to wear in school or wear clean school shoes

Trainers are needed for outdoor PE lessons

If your child wants to have their ears pierced, the best time to get this done is at the beginning of the summer holiday so that the ears have time to heal. Children should be able to remove their earrings themselves or not wear them on the days that they have PE. Tape is only used to cover ears as a last resort and should not be encouraged.