



## GREENFIELD SCHOOL

### **Behaviour, Rewards, Sanctions and Exclusions Policy 2024-2025**

Our aims are that all children will:

- Be tolerant and understanding with consideration for the rights, views and property of others
- Develop a responsible and co-operative attitude towards work and towards their roles in society
- Achieve their potential in terms of appropriate self-esteem, academic achievement, aesthetic appreciation and spiritual awareness
- Take a pride and responsible interest in caring for their environment

#### **Responsibilities**

##### **The Head and the Senior Leadership Team**

- Take a lead in the establishment of a positive school ethos
- Monitor and review behaviour throughout the school, evaluating the success of this policy and ensuring that necessary revisions are undertaken
- Take active steps to ensure that buildings and grounds are secure and well maintained and that any damage is quickly rectified
- Ensure staff have access to training related to behaviour management.
- Ensure that children are reminded regularly of their responsibilities in relation to keeping themselves and others safe and happy, giving them the best chance of achieving the aims laid out in this policy.

##### **All members of the school community should work towards the school's aims by:**

- Ensuring that the school's policy for behaviour is made clear to any new children starting at the school, for example, by introducing *The Greenfield Way*.
- Recognising children as individuals and respecting their rights, values and beliefs.
- Fostering and promoting good relationships and a sense of belonging to the school community.
- Providing a well-ordered environment in which all are fully aware of behavioural expectations.
- Ensure pupils are clear about the part they can play to prevent bullying, including when they find themselves as bystanders.
- Offering equal opportunities (see Equality, Diversity and Inclusion policy).
- Encouraging, praising and positively reinforcing good relationships, behaviour and work.
- Helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom.
- Caring for and taking a pride in the physical environment of the school.
- Incidents of bullying are reported directly to the DSL and are recorded in the Bullying log. These entries are reported to Governors in our annual Safeguarding report.

- Ongoing negative behaviour or serious incidents are reported directly to the Deputy Head/Head.
- Providing a challenging and stimulating programme of study designed to enable all children to reach the highest standards of personal achievement.
- Being good role models - punctual, well prepared and organised and appropriately dressed.
- Taking quick, firm action to prevent one child inhibiting another's progress.
- Providing opportunities for children to discuss appropriate behaviour.

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### **Lower, Middle and Upper School Rewards**

Rewarding children and celebrating success are important parts of life within Greenfield; a student's success both within and outside the classroom is rewarded. Rewarding students makes them feel valued, builds confidence and motivates them to achieve. In addition, rewarding good behaviour enables students to realise that desirable behaviour, self-discipline and responsibility to self and others are highly valued in our community.

We understand the importance of recognising, praising and rewarding our students in ways that are meaningful to them. We seek to use methods that students are motivated by and that inspire the students to achieve well. We will ensure that, regardless of ability and age, all students across the school will be able to benefit from the rewards process.

The school rewards children as follows:

#### **Golden Time**

Every child starts the week with 30 minutes of Golden Time, which is given during the last lesson of the week.

#### **House Points**

House Points are given for reasons that include but are not limited to:

- Effort
- Attainment
- Progress relative to ability
- Behaviour
- Caring for others
- Participation
- Looking smart
- Positive attitude / enthusiasm
- Respectful behaviour

House Points are added to the Track-It Lights system to which all teachers and teaching assistants have access by means of a green light.

#### **Certificates of Merit**

Assistant Heads of Lower, Middle and Upper School will monitor the printing and awarding of Merit Certificates and they will be handed out by the House Captains every fortnight as and when children reach the following totals:

Bronze Certificate: 80 House Points

Silver Certificate: 160 House Points

Gold Certificate: 240 House Points

Platinum Certificate: 320 House Points

Diamond Certificate: 400 House Points

Certificates can be downloaded from the Track-It Lights website and are automatically generated once a child reaches a certain milestone.

### **Assistant Head's Award**

Assistant Head's Awards are awarded for pieces of work which demonstrate effort considerably above and beyond what is expected. These awards are only for pieces of work set by the school, including Take-Away homework. These are awarded in assemblies.

### **Head's Award**

Head's Awards are reserved exclusively for exceptional achievements resulting from persistent effort, generosity or practise time. Head's Awards can be given for achievements in or out of school and are handed out in assemblies.

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### **Sanctions**

Sanctions are only ever used to discourage inappropriate behaviour.

The following sanctions are used by the School in instances of inappropriate behaviour. Normally, these sanctions will be worked through in order, but may not be depending on the severity and/or context of the misbehaviour.

### **Verbal Warning**

For low-level inappropriate behaviour, a verbal warning should be given to allow the child to self-correct and get back on track.

### **Orange Warning (In-class only)**

Orange warnings are given in classrooms only when a verbal warning is not heeded. The Orange warning remains on the board at the end of a lesson. The child's next teacher will speak to the child to give them a pep talk and encourage them to have a good first quarter of an hour, at which point the orange warning can be removed.

### **Yellow Light – Loss of Golden Time**

If an orange warning is not heeded, the teacher or teaching assistant should issue a yellow light which indicates a loss of Golden Time. One loss of Golden Time is equal to the number of minutes of their year group; a year 2 child would lose two minutes, for example.

### **Red Light – Detention**

Three yellow lights in one week results in a detention with either an Area Head or the Deputy Head. Detention may also be given for hitting, kicking or similar, bullying, repeated disobedience or a one-off instance of disobedience which compromises the safety of themselves or others, or for any other serious behavioural incident.

### **Stages Following Repeated Inappropriate Behaviour**

These **stages** may not be worked through exhaustively, but offer a basis for action, and all occasions of inappropriate behaviour will be considered and acted upon individually.

**Stage 1 – Positive Reinforcement Chart (Star Chart)**

A positive reinforcement chart, known as a star chart, will be given to children who display behaviour that may be considered to be an emotional response to trauma or other challenging circumstances outside of their control. The star chart will be run in conjunction with parents and a reward given by parents at home for a successful week. The number of stars that will be defined as a success will be individual to the child and their circumstances and be agreed with parents in advance. Star Charts should be administered and monitored by the Area Head of the appropriate year group and parents should be informed that this measure is Stage 1 of our behaviour policy.

**Stage 2 - Report**

A child will be put on Report if there is no improvement in behaviour. If the behaviour that has led to this stage has been at breaktime only, Report may be initiated just for breaktime. Parents will be informed, and **may** be invited to a meeting with a member of SLT. Staff will complete the report book at the end of every lesson and play time. The teachers will keep the child informed of their progress and feedback to parents via email or phone on a regular basis. Children will remain on Report for up to 2 weeks. The Report book will be kept in the child’s file. The Report book should remain in the possession of the teacher and not travel between home and school. Report should be administered and monitored by the Area Head of the appropriate year group and parents should be informed that this measure is Stage 2 of our behaviour policy.

**Stage 3 – Internal Suspension**

Continued poor behaviour may result in internal suspension. In this case pupils will be supervised by the Deputy Head for a maximum of two days.

**Stage 4 – External Suspension**

Continued poor behaviour may result in external suspension. The Head will meet with the parents to inform them of the external suspension. Governors will be informed. External suspension can be for up to one week. The school will not refund monies in the event of an external suspension.

**Stage 5 – Requires Removal**

This stage means that a pupil has been required to leave, but without the stigma of expulsion.

**Stage 6 – Exclusion**

The Head and the Chair of Governors will make this decision jointly. Evidence in writing, collected over a period of time of steps and measures that have been attempted may need to be produced. *Exclusion appeals will follow the same process as the hearing of complaints. Please refer to the school’s Complaints Procedure.*

Any of these stages may be passed over if the nature of the misdemeanour, or concerns about the behaviour of the child requires.

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**Early Years**

Within Early Years, we aim to provide a positive and consistent environment in which children are able to play and learn. We work in partnership with parents by communicating and offering advice and support, especially when dealing with behavioural issues. It is recognised that all children behave in different ways and that changes in behaviour are usually a result of a change in their environment or a developmental stage. For example, biting is common amongst the 18 months to 2 years 6-month olds. We work in partnership with parents to advise and assist where possible, or sign post to organisations who can offer guidance and advice.

Our focus is always on promoting positive behaviour and the prevention of unwanted behaviours. Positive behaviour is promoted through:

- Praise, rewards and encouragement, e.g. thumbs up, a pat on the back, smiles, star charts and positive language.
- Using it as an example to others to promote desired behaviour.
- Modelling and developing social skills such as: sharing, manners, hygiene and taking turns.
- Encouraging children to take responsibility for their own behaviour and that of others, i.e. supporting a child to tell another child 'please don't do that, I don't like it'.

In Owls and Robins, all children have individual reward charts. When they receive 10 stickers, they are able to choose a small prize. Whole class rewards can be awarded to children in Owls, Robins and Reception for displays of teamwork, exemplary behaviour, effort and achievement. The whole class are rewarded once they have received 10 class stickers. Rewards include extra playtime or trips to the Forest School, soft play in the hall and many other activities decided upon by the teacher.

**Dealing with undesirable behaviour:**

Our starting point is to consider a child's age and stage of development. Unacceptable behaviour includes:

- Physical harm of the other children/self or staff.
- Not complying with turn taking sharing and other social skills.
- Repetitive damage of nursery property or of that belonging to another child.
- Persistent unkindness.

Staff will try to prevent unwanted situations occurring by intervening before they happen. We have a variety of strategies that we use to deal with unwanted behaviour. These vary according to the age and developmental stage of the child, the situation and other factors, such as tiredness.

These include:

- Verbal warnings with explanation
- Removal of equipment
- Distraction
- Removing of child from situation
- Reminders
- Time out
- Reflection time with Deputy Nursery Manager, Nursery Manager or Head of Pre-Prep.

If a child is showing persistent behaviours that are not typical to their age or stage of development we will then take the following steps:

- Persistent behavioural problems will be discussed with the parent/carer and noted in the child's records.
- If necessary an individual behaviour plan will be implemented e.g. ABC charts to determine a trigger for the unwanted behaviour. Parents will be informed at this stage.
- Further advice from partnership agencies will be sought if necessary with the support of the Learning Enrichment Team if necessary e.g. Health Visitors, Speech and Language Therapists, Occupational Therapists and paediatricians.

## Behaviour, Rewards, Sanctions and Exclusions Policy 2024-2025

- Consider whether it is appropriate to work through the stages following Repeated Inappropriate Behaviour as detailed earlier in this policy



Chair

Signed

Chair of the Board of Governors

**Date reviewed:** September 2024

**To be reviewed:** September 2025