



Behaviour & Attitudes

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1.0 Intent

At Greenfields we are committed to providing an environment where all pupils, staff and visitors feel safe, happy and included. In order to achieve this, we promote high standards of behaviour in conjunction with clear rules and routines. We also emphasise the importance of, and directly teach positive Wellbeing across our curriculum.

Our aim is to recognise and celebrate success at all levels to ensure pupils feel valued. Also, it is important for pupils to understand and respect school rules and be aware of the sanctions that can be imposed if these are not adhered to. Due to the nature of our school and the broad range of additional needs, we adopt a personalised approach when managing behaviour and wellbeing to consider individual needs. We recognise our role in the local community and it is our aim to educate our pupils in relation to positive behaviour and wellbeing outside of school.

2.0 Implementation

At Greenfields Academy we believe positive wellbeing and positive behaviour and intrinsically linked, and therefore one cannot successfully produce positive outcomes without the other. In order to ensure that our pupils are equipped with the skills, knowledge and experiences to maintain healthy wellbeing and positive behaviour, all Greenfields Academy stakeholders follow a varied range of personalised and robust strategies, in line with national laws and guidance, as detailed through sections 2.1 to 2.7.

2.1 Wellbeing Curriculum

Greenfields offer a wide and varied personalised wellbeing curriculum, a majority of this is embedded within the day to day life and ethos of the school day and the taught curriculum. Where appropriate Wellbeing is also supported by discrete and targeted intervention:

- All pupils have their own 'Wellbeing Timetable', which is taught and supported by 30 minutes of taught Wellbeing time each morning. Each pupil's timetable is built using specific EHCP targets as well as targets identified by Greenfields through our bespoke SEMH profiling tool – 'Tides' (see *Tidal Provision Policy*).
- Greenfields offer a robust PE and OE Curriculum which centres around promoting positive Wellbeing and self-awareness by targeted 4 key areas of development:
 - 'Thinking Me'
 - 'Physical Me'
 - 'Social Me'
 - 'Personal Me'
- Access to in-house Counsellor
- Access to in-house Play Therapist
- Robust PHSE Curriculum with specific units focuses on promoting self-awareness and positive wellbeing
- All pupils will be part of a small support wellbeing team made up of 8-9 pupils and 2-3 wellbeing mentors
- Supported transitions (See *Interventions Brochure*)
- Wellbeing theme days (3 per year)
- Access to intervention waves designed to target positive personal wellbeing (see *Interventions Policy*)

2.2 Expectations

Expectations

In order to achieve our aim of promoting excellent behaviour, wellbeing and respect for others at Greenfields, it is the responsibility of everyone, including pupils, staff, parents/carers and visitors:

Pupils

- must wear full school uniform and PE uniform
- are expected to refrain from behaviours including bullying, intimidation, harassment of others, using foul and abusive language and negative comments relating to race, religion, gender and sexuality
- Must not bring prohibited items to school (see list of items in this policy)
- Respect school property and equipment
- Be punctual in accordance with their timetable
- Follow class rules as outlined by staff members
- Listen, follow and respect directions from staff members
- Complete work to the best of your ability

Staff

- Display the highest regard for behaviour, wellbeing and ethics as a positive role-model to all pupils
- Use appropriate language when communicating to pupils, staff, visitors and parents/carers
- Be punctual in accordance with their timetable
- Respect school property and equipment
- Apply the school reward system and celebrate pupil successes at all levels
- Use restorative strategies appropriately when a pupil doesn't adhere to their expectations

Visitors

- Respect school property and equipment
- Use appropriate language in the school environment

Parents/Carers

- Work collaboratively with staff to promote high standards of behaviour and positive wellbeing
- If a 'Behaviour Intervention Plan' is put in place, work with staff to construct the plan and then communicate with staff to review the impact.
- To notify staff of any behaviours, incidents or events at home which may impact the school and/or the pupils' wellbeing.
- Ensure that pupils come to school in uniform. If for any reason there are any problems, then telephone the school and we will help.
- Mobile phones and any other communication/gaming electronic devices are not needed in school. All electronics are to be handed in to the school office and they will be returned at the end of the day.

2.3 Behaviour Intervention & De-escalation

Behaviour Intervention

Pupils at Greenfields have a wide range of additional needs and this is considered when managing behaviour. Due to this, behaviour management must be fair and consistent but also flexible and personalised with all factors considered. At Greenfields there is always a senior or middle leader on-site who can assist any staff member who requires additional support in managing behaviour. This system aims to prevent behaviour impacting the normal running of the school, ultimately ensuring that good order is maintained in the school environment to facilitate outstanding teaching and learning.

In order to ensure that minimal disruption is caused to class groups in the event of negative behaviour, multiple intervention spaces are located around school. It is then the aim to use de-escalation techniques and work 1:1 or in small groups until the pupil is ready to re-engage in class. Staff use a range of de-escalation and wellbeing techniques to re-engage the pupil with learning.

De-escalation Techniques

As a result of their complex SEND and SEMH needs, a majority of our pupils require additional social support. In many cases are therefore less likely to cope with conflict and anxiety, resulting in a failure to anticipate the effect or consequences of their behaviour. Our staff know in what situations and under what circumstances a pupil is likely to become distressed or anxious. However, staff have different thresholds and tolerances because of their personal relationships and experience with different pupils. The support a pupil receives should not be dependent upon personal or emotive issues that staff may have with pupils, other staff or their personal life. All our pupils need a positive, consistent response to support their behaviour choices. To achieve consistency, it is important that all staff should endeavour to manage the following behaviours all of which are unacceptable:

Racial comments	Substance abuse	Risk taking behaviour	Bullying
Self-abuse	Damage to property	Physical aggression	Verbal aggressions
Theft	Disrupting the learning environment	Homophobic comments	Persistent disruption

Staff interactions with pupils are crucial to moderating the duration and intensity of disruption and to promoting positive behavioural growth and wellbeing of pupils. It is imperative that all staff try to resolve disruptive behaviour. Staff need to deploy a range of strategies and skills to diffuse situations. There is no prescriptive script to this process as all staff have different relationships techniques and status with pupils. However, a common thread in successfully managing behaviour is calmness, fairness and consistency.

2.4 Confiscation & Screening

The Headteacher has authorised key staff to have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

Knives or weapons	Alcohol	Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence or to cause personal injury to, or damage the property of, any person (including the pupil)
Illegal Drugs (incl 'legal highs')		
Fireworks	Stolen Items	
Tobacco and cigarettes	Pornographic Images	

School staff can seize any prohibited item found as a result of the search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline. Staff at Greenfields Academy will confiscate any item that may cause disruption or compromise safety throughout the school day.

Items that have been confiscated will be kept in a safe that is situated in the school office. A confiscation log is also filled in to record time/date/item and who it belongs to and also when the item has been returned. However, some items will be disposed of immediately due to health and safety, such items as chewing gum and partially eaten food etc. Any items of personal or monetary value may be returned to the pupil at the end of the school day. This will depend on the nature of the item and circumstances surrounding the incident. A telephone call will be made home to notify parents/guardians that their child has had an item taken off them and a request will be made to deter them from bringing such items into school.

In the event of a pupil not handing over a contentious item to staff appropriate action will be taken. Pupils will be notified of consequences that the school will administer.

Staff will use a range of strategies to ensure the items are safely removed from the pupil. In some cases, this may lead to a physical intervention by staff in order to retrieve items that need to be held. If a pupil is believed to have an item on their possession such as an illegal drug substance or a stolen item, then this will be referred to a member of the senior management team who will in turn decide if the incident should be dealt with by the police.

Screening

What the law allows:

School can require pupils to undergo screening by walk through or hand-held metal detector in (arch or wand) even if they do not suspect them of having a weapon and without the consent of the pupil. Schools statutory power to make rules on pupil behaviour and their duty as an employer to manage the safety of staff, pupils and visitors enables them to pose a requirement that pupils undergo screening. Any member of school staff can screen pupils.

Searching with consent

Schools Common Law Power to Search

School staff can search pupils with their consent for any item

NOTE

Schools are not required to have formal written consent form from pupils for this sort of search – it is enough for the member of staff to ask the pupil to turn out his or her pockets or if the member of staff can look in the pupil's bag or locker and for the pupil to agree. If a member of staff suspects a pupil has a banned item on his or her possession, they can

instruct the pupil to turn out their pockets or bag, if they pupil refuses, the member of staff can apply an appropriate punishment as set out in this policy.

A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty.

2.5 Physical Intervention

Use of reasonable force (DfE)

This section provides a framework for the use of Physical Intervention within Greenfields Academy and considers information provided in (Section 550A of the Education Act 1996) as well as the DfE 'Guidance on the Use of reasonable force – advice for Headteacher, staff and governing bodies, (07/13)'.

Physical Intervention used by staff must be in accord with the idea of "Reasonable Force" and used only as a last resort once all other strategies have been exhausted. There is no legal definition of reasonable force. The use of force can only be regarded as reasonable if the circumstances of the particular incident warrant it and the degree of force employed is proportionate to the level of challenging behaviour presented or the consequences it is intended to prevent.

It is essential that any discussion of Physical intervention is set in the wider context of education and behaviour management; it should not be seen as an isolated technique. Physical intervention will only be used when all other methods are exhausted.

Schools can use reasonable force to: (DfE use of reasonable force 07/13)

- Remove disruptive pupils from the classroom, where they have refused to follow instructions to do so.
- Prevent a pupil behaving in a way that disrupts a school event, school trip or visit.
- Prevent a pupil leaving a classroom, where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.
- Restrain a pupil at risk or harming themselves through physical outbursts.

Schools cannot: (DfE use of reasonable force 07/13)

- Use force as a punishment – it is always unlawful to use force as a punishment.

The Legal Context

The document that concerns us most is Section 550A of the Education Act 1996. This led to 07/13 The use of reasonable force to restrain or control pupils, which sets out guidelines for the use of force to control or restrain pupils.

A calm considered approach to the situation is needed. When circumstances justify, staff can:

- Physically interpose between pupils.
- Use Holding, Pushing. Pulling.
- Lead a pupil by the arm
- Shepherd a pupil away by placing a hand in the centre of the back
- (In extreme circumstances) use more restrictive holds.
- Use necessary action consistent with the concept of "Reasonable Force".

If authorised to do so by the Head, staff may use such force as is reasonable to prevent a pupil from:

- Committing a criminal offence
- Injuring themselves or others
- Damaging property, including their own
- Behaving in a way which is prejudicial to the good discipline and order of the school whether in the classroom or elsewhere where the teacher has lawful control of a pupil.

This power is given in S.550A of the Education Act 1996 which was inserted into the Act by s.4 of the Education Act 1997. This strengthens the clause in s.549 of the 1996 Act which distinguishes from corporal punishment any action by a teacher which adverts the danger of a pupil causing personal injury or damage to property. Guidance on the additional section is given in DfE 07/13, The Use of Reasonable Force.

Staff are trained to use a range of guides, escorts and restraints ranging from least intrusive to most intrusive.

These provide a graded and gradual response aimed at intervening with the appropriate amount of reasonable force. Restraints where 2 people are used will be deemed as a more restrictive hold. As the amount of restriction / number of people increases so does the risk; staff need to make a risk assessment based on the situation as to the level at which they are going to intervene.

Training on Physical Intervention techniques given to staff will include the understanding of personal space and body language before any Physical intervention techniques are taught.

Any Physical Interventions used will need to take account of age, cultural background, gender, stature and medical history of the student involved.

Placing Physical Intervention in Context

Physical Intervention is never seen in isolation at Greenfields Academy. It is but one strategy available to staff and should always be seen as a last resort when all other strategies have failed. Physical interventions can be placed in 2 broad categories:

Emergency Interventions:

Emergency interventions will involve staff employing, where necessary, one or a combination of the strategies mentioned in the previous section in response to an incident. This will occur when all other strategies have been exhausted or the incident requires a rapid physical response (for example a child running on to a road).

Planned Interventions:

Planned interventions involve staff employing, where necessary, one or a combination of the strategies mentioned in the previous section as an agreed response to an identified behaviour. This will be documented in a Behaviour Management Plan and will be reviewed termly. The Behaviour Management Plan will list the accepted strategies to be used as well as strategies that may be used beforehand. A risk assessment will also be completed identifying the risks involved in the procedure as well as the risks involved if a planned Physical Intervention is not used.

Preventative Strategies need to be:

- Clear and understood by all those who come into contact with the individual.
- Based on thoughts / discussion about possible reasons for Challenging Behaviour.
- Where possible functionally incompatible with the behaviour we are trying to stop.

Reactive Strategies need to be:

- Clear and understood by all those who come into contact with the individual

- Manageable
- Focused on the behaviour not the child
- Flexible
- Aimed at De – escalation

Risk Assessment

In the case of emergency interventions staff will make a dynamic risk assessment at the time comparing the risks associated with intervention against the risks of not intervening. In the case of planned interventions staff involved with the child will meet with the member of staff responsible for Physical intervention in the academy. A risk assessment form will be filled out prior to a Behaviour Management Plan.

Reporting and Monitoring of Incidents

Reporting and monitoring is of paramount importance for a number of reasons:

- Protection for staff and pupils
- Keeps a record of number of incidents so times / areas that most incidents occur can be tracked and monitored.

Training and Authorisation of Staff

All staff that show competence and confidence will be authorised to use physical intervention techniques.

All staff will be shown techniques that are relevant to our pupils and that are mindful of the term “Reasonable force”.

Post Physical Intervention Procedures

As soon as is reasonably possible after an incident staff need to fill out an Incident Form on Schoolpod (minimum within 24hrs). When both the staff member and pupil involved are ready then a de – brief needs to take place between them. This should include (if appropriate) a discussion about strategies that the pupil could use in the future.

2.6 Absconding

Absconding may be the following:

- 1 a deliberate challenging overt action designed to test the responses of staff
- 2 An impulsive act without thought for the consequences
- 3 A covert planned action designed to generate time for the absconder without alerting staff

A fundamental policy is however that we will not normally give chase. The only exception being if a younger or more vulnerable pupil absconds.

School Procedure

- 1 Leadership team to be informed immediately of any absconding
- 2 No attempt will be made to give chase except in the case of a vulnerable child
- 3 5 minutes will be given to allow the child to return voluntarily if the child has moved out of sight
- 4 A local search will be carried out by staff
- 5 After 20 minutes, parents will be contacted and advice taken from the police about their involvement
- 6 In the case of a very young child or a vulnerable child police and parents will be informed immediately
- 7 A full incident report must be completed on schoolpod
- 8 Follow up discussion and school action will be discussed with parents and carers

2.7 House System & Rewards

Primary:

Every day children in the Primary phase of the school have opportunity to earn up to 20 'stars', stars are awarded to celebrate positive behaviour and translate into minutes of rewards time at the end of the day (1 star = 1-minute reward time). Star time activities are child-lead and focussed on promoting positive wellbeing, activities change on a daily basis. Each time a pupil earns a star they will be immediately awarded with a small physical counter to then place into their own 'star jar', acting as an immediate, visual reward. Stars cannot be lost once earned and disconnected from any sanctions systems, 'un-earned' stars create time for restorative practice.

Learning Merits:

- Value of 1-10 – going beyond expectation and contextualised for individuals or classes
- Immediate recognition and praise - promoting pride/value/self-worth
- Cannot be lost
- Disconnected from any sanctions system
- Merits double-up as House Points
- Reward positive choices, with positive intrinsic experiences (chosen by pupils)
- Value of Term 1 reward is 15 merits, 8 pupils eligible – if they chose to spend them on Term 1 they go back to 0 – all pupils can succeed as that means other pupils move up.

House System:

Our vertical house system binds the whole school community, all key stakeholders are a house member (Staff, Pupils and Governors). In alignment with the overarching identity of the school, our Houses are represented by Trees; Oak, Willow and Cedar. The houses provide a further vehicle for the promotion of wellbeing, socialisation, pastoral progress, leadership and aspirational competition. Each House is led by an annually elected team; Head of House & Deputy Head of House (Staff), Captain (Pupil from KS3 or KS4) and two Vice-Captains (Pupils from KS2 and KS3). This elected body forms the School Council.

All learning merits also contribute an additional House Point to the pupil's house, in addition all elements of the house competition suite (eg. *Connect4 tournament, Talent Show, Christmas Card competition or Sports Day amongst many others*). Those cumulative points are totalled for each House into the overall Annual Championship.

3.0 Impact

The impact of an effective *Behaviour & Wellbeing* policy will have a broad and profound impact on all stakeholders, especially pupils' pastoral care, school happiness and improved access to learning. Key indicators are:

- ❖ School is recognised and valued as a safe and happy environment where pupils feel emotionally supported
- ❖ Staff welfare and wellbeing is considered and supported
- ❖ Clearly secure *Behavioural Blueprint* of fundamental expectations is evident in school operation, all stakeholders value the school vision, environment and its routines
- ❖ Improved pupils' self-esteem
- ❖ Enhanced sense of empathy and respect for self, and others
- ❖ Growth of self-discipline and an acceptance of responsibility for their own actions in balance with their rights
- ❖ Regular and improving school attendance
- ❖ Mutual understanding that the maintaining of positive behaviour within the school

as a shared responsibility

- ❖ Nurture a positive, proactive reflective approach to behaviour for learning with a focus on trauma informed practise
- ❖ School's approach to behaviour and well-being is fully understood by pupils, parents/carers, governors and staff
- ❖ Effective mechanisms are in place for the monitoring, evaluating and reporting of behaviour and wellbeing
- ❖ Rights and responsibilities of all members of the school community are upheld and valued
- ❖ Tidal progression of pupils over time leading to raised and realised aspirations and outcomes
- ❖ Increased celebration and recognition of positive behaviour incidents (*Learning Merits, Stars and House Points*)
- ❖ Sustain overarching reduction in negative behavioural incidents

Negative incidents – T1 2019 to T1 2020
2019 = 519, 2020 = 476 (9% reduction)

4.0 Review

Date Written: July 2021

Review Date: July 2023

B Archer & A Rush

5.0 Appendices

5.1 Appendix to the Behaviour, Medical and Intimate Care Policies of all schools within the Community Inclusive Trust Jan 2021



In order to ensure that we minimise the risk to all pupils and staff, we have created this Appendix to outline the addition to the Behaviour Policies of schools across the Trust, which will remain in place until we inform you in writing. In any event, this addendum will be reviewed annually. This Appendix will support the safety of pupils and staff in school while schools are operating under Government's Covid-19 legislation/guidance. It will also attempt to remove the need for individual children to be either temporarily or permanently excluded from a CIT school if it is deemed the school cannot mitigate against the risk. The school in collaboration with all parties will put in place safe practices and agreed reasonable adjustments for any child that is putting others at risk of a Covid infection.

In cases where medical procedures or intimate care heighten the risk to other children or staff, in collaboration with all parties involved every effort will be made to mitigate against the risk. However, if the Head Teacher and Directors of Education in consultation with the CEO feel that the risk cannot be reduced sufficiently, the child will have to be educated remotely until circumstances change.

This Appendix has been agreed considering Government guidance and the balance of the health and safety for all pupils and staff and the wider school community should specific behaviours or events happen. As such, the Community Inclusive Trust is implementing the following additions that will apply across all of its schools:

1. Should a child spit, scratch, bite or act in any other way that increases the possible transmission of Covid-19, they will be sent home. The school will call the parent/carer immediately and will expect the child to remain at home this will be reviewed after 5 school days and work will be set through the learning continuity plan. Safeguarding matters and other reasonable considerations will receive due consideration and mitigating advice or actions will be put in place – including notifications of other support/statutory agencies.
2. A collaborative risk assessment will be completed to decide if that child can return to school to help in putting in place any reasonable adjustments that may be necessary. If the risk assessment concludes that the child's behaviours can be managed safely and effectively, they will be invited to return to school. Should the risk assessment show that risks cannot be reduced enough to contextually make reasonable adjustments to ensure the safety of pupils and staff, then the child will not be able to attend the school onsite until such time as deemed safe to do so in line with Covid-19 Government guidance. An agreed education support package (paper based or ICT access) will be provided in an environment other than school.
3. If, following a risk assessment, a child's intimate care needs cannot be met whilst ensuring staff and child safety, and whilst operating under the Governments Covid-19 legislation/ guidance, the child will not be able to attend school until it is deemed safe to do so by the school.
4. Head Teachers and Directors of Education will formally review risk assessments for children who it is deemed their needs cannot be safely met in school under the current

Covid-19 legislation on a fortnightly basis. This will be a collaborative endeavour involving the key agencies where appropriate and relevant. The Trust has the final decision following due consideration of the information available at the time.

5. The school and other partners will provide parents/carers with access to work/support at this point. The school will also ensure regular contact with parents/carers and, where possible, the pupil. The school is also required to act upon any concerns regarding the vulnerability of a pupil at home or safeguarding issues.

6. Positive handling (restraint) – should a pupil's behaviours require positive handling other than guiding, then a risk assessment will be completed to decide if that child can remain in school. Should the risk assessment show that the risks cannot be reduced enough to ensure the safety of pupils and staff, then the child will not be able to attend school until such time as deemed safe to do so in line with Covid-19 Government guidance. This will be reviewed by the school every five working days and work will be set through the Covid19 remote learning protocols.

7. Misbehaviour which risks transmission – where children deliberately cough or hug or display similar type intent-based behaviours, this will mean the school has no option other than to call the parent/carer and will expect the child to remain at home for the entirety of the following day. Should the child then repeat this, they will not be able to attend school until it is deemed safe with regard to Covid-19.

8. The ELT will provide the Trust Board with regular updates on the number of children whose needs CIT schools are unable to meet during the Covid-19 period.

9. Within the context of their individual cognitive abilities, pupils will be taught and then expected to:

- Follow any altered routines for arrival or departure.
- Follow school instructions on hygiene, such as handwashing and sanitising.
- Move around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing).
- Follow expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoid touching their mouth, nose and eyes with hands.
- Tell an adult if they are experiencing symptoms of coronavirus.
- Follow rules about sharing any equipment or other items including drinking bottles.
- Follow amended expectations about breaks or play times, including where they may or may not play.
- Follow procedures for the use of toilets.

10. Schools will continue to follow their respective Policies and employ both positive rewards and agreed sanctions in relation to all other behaviours.

11. Any decision requiring a pupil to be educated at home, resultant from points 1 to 4, will be made by the Head Teacher in consultation with the relevant Director of Education and CEO, and with full consideration given to the pupil's additional needs or a disability, as well as their level of cognitive ability and understanding.

