



Positive Behaviour for Learning Policy

Rationale and Aims

The key aim of this policy is to promote the high standards of behaviour needed to create an orderly community in which effective learning can take place. We expect high standards of behaviour from all our stakeholders including: students, staff, parents / carers, governors and all agencies involved in the work of the school. This policy links to our safeguarding and anti-bullying policy.

The policy is based on the key rationale that:

- We all value education.
- We are an inclusive school and recognise that all students have the right to be educated.
- Everyone at Greenfield has both rights and responsibilities in supporting the development of a learning community, in which everyone can achieve their personal best, help others reach theirs and feel valued, secure and confident.
- We believe every child should have the opportunity to meet their potential, stay safe, enjoy school, and make a positive contribution.

This policy links with several other related school policies:

- Health and safety
- Keeping children safe in school: Child protection within safeguarding
- Anti-bullying
- E-safety
- School visits including risk assessments

Principles

Our self-improving culture of learning across our organisation is underpinned by high quality behaviour for learning. We are a school that aims to develop fully the potential of our students to be ambitious, confident, self-led learners built upon strong relationships, lesson planning and positive recognition.

Consistency in practice

Consistent **language**; consistent response: Referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour.

- Consistent **follow up**: Ensuring 'certainty' at the classroom, department and senior leadership level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.
- Consistent **positive reinforcement**: Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- Consistent **consequences**: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- Consistent, simple **rules/agreements/expectations** referencing promoting appropriate behaviour, icons, symbols and visual cues, interesting and creative signage
- Consistent **respect from the adults**: Even in the face of disrespectful learners!
- Consistent **models of emotional control**: Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside learners
- Consistently reinforced **rituals and routines for behaviour around the site**: In classrooms, around the site, at reception.
- Consistent **environment**: Display the quality of a good secondary school, consistent visual messages and echoes of core values, positive images of learners rather than marketing slogans

Our Code of Conduct, **Ready, Respectful, Responsible** should be displayed in each learning space and referred to in conversations around conduct.

We support each other as staff and provide security to students when we adopt **consistent** approaches. At Greenfield these are:

1. **Meet/greet** and **End/Send** at the door, every lesson, every day.
2. **Model** positive behaviours and build relationships being aware of the **Parent on the Shoulder** technique
3. **Plan** lessons that engage, challenge and meet the needs of all learners.
4. **Pass**, students that are out of lessons must have a note in their planner
5. All teachers must look to recognise, praise and reward students in most lessons
6. Refer to '**Ready, Respectful, Responsible** in all conversations about behaviour.
7. Be **calm** and give 'take up time' when going through the steps. Prevent before sanctions.
8. **Follow** up every time, retain ownership and engage in reflective dialogue with learners.
9. **Never ignore** or walk past learners who are behaving badly.
10. Use 3-2-1, identify those getting it correct and "eyes on me"

Middle leaders

Middle leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Middle leaders will:

1. Meet and greet and End and Send at the door.
2. Be a visible presence in the Department to encourage appropriate conduct
3. Support staff in returning learners to learning by sitting in on Repair/Reflect meetings and supporting staff in conversations
4. Regularly celebrate staff and learners whose efforts go above and beyond expectations
5. Encourage use of Positive Notes and Positive Phone Calls
6. Ensure staff training needs are identified and targeted
7. Use behaviour data to target and assess interventions

Progress and Guidance

P&G will:

1. Ensure students learning are at the heart of everything they do, ensuring the priority is to have students in lessons at all times.
2. Be a visible presence during lesson change over as well as the end and beginning of the day
3. Celebrate students that go over and above
4. Support staff with Repair and Reflect meetings
5. Be first in the dining hall during break and lunches.
6. Be a presence in and out of classrooms
7. Use behaviour data to target and assess effectiveness of interventions
8. Be solution orientated, not a process driven

Senior leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders will:

1. Meet and greet learners at the beginning and end of the day
2. Be a visible presence around the site and especially at changeover time
3. Celebrate staff, leaders and learners whose effort goes above and beyond expectations
4. Regularly share good practice

5. Support middle leaders/PGL in managing learners with more complex or entrenched negative behaviours
6. Use behaviour data to target and assess college wide behaviour policy and practice
7. Regularly review provision for learners who fall beyond the range of written policies
8. Be a daily visible presence around their corridor and the site, particularly at times of mass movement.
9. Take time to welcome learners at the start of the day

Managing behaviour in departments

Classroom/teaching space

Engagement with learning is always the primary aim. For the vast majority of learners a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a learner is out of your lesson is one where they are not learning.

Steps should always be gone through with care and consideration, taking individual needs into account where necessary. **Praise the behaviour you want to see.** Do not pander to attention seekers. All learners must be given 'take up time' in between steps. *It is not possible to leap or accelerate steps for repeated low-level disruption.*

The time-out

1. The learner is asked to speak to the teacher away from others
2. Boundaries are reset
3. Learner is asked to reflect on their next step. Again, they are reminded of their positive previous conduct/attitude/learning.
4. Learner is given a final opportunity to re-engage with the learning / follow instructions

Learners should only stand outside classrooms if they need to cool down and/or to defuse a situation.

In general, two minutes is an absolute maximum.

If the step above is unsuccessful, or if a learner refuses to go take a time out then the learner will be asked to leave the room.

Partnership stage

The partnership stage will be implemented where there is a cause for concern e.g. attendance, behaviour or progress issues. The learner will be allocated a P&G mentor who will:

1. Support and if necessary facilitate the Repair and Reflect Meeting between the member of staff and learner.
2. Develop an appropriate action plan with the learner
3. Monitor and review and mentor using the action plan
4. Discuss both the consequences for the learner if not meeting the required action and the positive outcomes for everyone if conduct improves
5. If a learner does not achieve the required change in conduct agreed within the action plan a verbal warning will be issued by **H.Duffy/M.Flatman (PGL)**
6. Learners must be given a second chance to achieve the targets agreed on the action plan after the verbal warning

All of these matters will be confirmed in writing and recorded in Sims.

Restorative conference (formerly DHT Behaviour Panel)

1. A restorative conference that takes a 360 degree view of the learner will be convened. This meeting will include the PGL/M, Teacher/s, Learner, Parent/Guardian, Governor representative (where appropriate/available), SEND staff and a member of the Leadership Team. The meeting will address the learner's: progress and achievement, learning needs, course choice, attitude, behavioural routines and personal organisation.
2. There may be an element of 'payback' in the action plan from this meeting. Learners may be asked to positively contribute time back to college as part of the process of repairing any damage they have caused.
3. Actions agreed at the meeting will come under the terms of the final warning. If the learner does not complete the actions then the procedure will move to the next stage.
4. Every effort will be made to encourage and support a change in the learner's behaviour
5. If the learner refuses to attend or engage with the Restorative Conference then the process moves to the final stage.

A second referral to the Restorative conference could result in a number of outcomes including but not exclusive to:

1. Permanent exclusion
2. Fixed term exclusion
3. Referral to the South West Durham Behaviour Panel for a Managed move to another school. YULE assessment (emotional wellbeing assessment)
4. Being placed in alternative provision either at G.C.C or through another provider
5. Adjusted timetable

Greenfield Community College Consequence System

	Steps	Actions – Students MUST be made aware of each stage of this sequential process.
	Redirection (Drive-bys)	Gentle encouragement, a 'nudge' in the right direction, small act of kindness
C1	Reminder	Reminder of RRR, READY (Ready to learn, ready to listen, ready to work, readily equipped etc), RESPECTFUL (to staff, students, the community, the classroom, the school etc) RESPONSIBLE (learner, in the class, in the dining hall, around the site, outside of school etc). This should be delivered privately wherever possible. This can be repeated if adjustments for SEND are required. Teacher should take the initiative and try to keep things at this stage.
C2	Warning – Recorded in Sims and planner	A clear verbal warning (delivered privately if possible). Identify the poor behaviour and outline next steps. "If you continue to..... this will mean that you have chosen to move to be given a C3.
C3	Timeout- Recorded in Sims and planner	This can be a short time out of the lesson (2 minutes maximum) as an opportunity for the student to cool off and look at the situation from a different perspective Speak to the student privately (outside) and give them one final opportunity to engage. You may wish to move seats at this point. Offer them a positive choice and refer back to examples of good behaviour they have shown for you in the past. The student must stay back at the end of the lesson to briefly discuss the behaviour and re-affirm expectations. If during room change – dismiss other students a minute early to allow this conversation to happen.
C4	Internal referral – Recorded in Sims and planner	Sometime a student may need to be removed to the Reflection Room (R.R) if the time out has not worked. Students sent to the R.R room have a few minutes to get to the room; it is their responsibility to get there. All internal referrals must be recorded on SIMs so P & G can chase any that do not arrive
	Repair and Reflect	Following a C4, student will be issued with a 30-minute repair and reflect meeting, 5-10 minutes with the teacher. A restorative meeting should take place before the next lesson. If the learner does not attend or the reconciliation is unsuccessful, the teacher should call on support from their line manager/P&G who will support the Repair and Reflection process. Students should complete any work not completed due to their removal from the classroom. This must be sent with the student.
C5	Formal Meeting	A meeting with the teacher, learner and Head of Department/PGM/L, recorded on SIMs with agreed targets that will be monitored over the course of two weeks.

To maintain an environment for learning which is meaningful, engaging, relevant and accessible for all it is not appropriate for students to question staff roles within the classroom. In these rare occasions, students should be challenged with **"Are you refusing to follow my instructions?"** remember Failure to do so must result in a C5, removal to the RR room.

C6	Formal Meeting	A meeting with the teacher, learner and Head of Department/PGM/L, recorded on SIMs with agreed targets that will be monitored over the course of two weeks.
C7	Seclusion	Students who persistently break the rules or who commit a particularly serious misdemeanour could be given a seclusion.
C8	Exclusion from site	Students who persistently break the rules or who commit a particularly serious misdemeanour may also be given a period of fixed term exclusion.
C9	Restorative Conference	A meeting with be convened with all key stakeholders to take a 360 degree view of the learner.
C10	Permanent Exclusion	Permanent Exclusion the Executive Headteacher has the right to permanently exclude a student for a serious breach of the school rules.

The following comment codes should be used in the planner:

L – Late H – Homework B – Behaviour
U – Uniform E – Equipment

The Greenfield Community College code of conduct Ready, Respectful Responsible is built on the principle of **positive relationships** between all staff and students.

Ready

On time to lessons
In full school uniform

Fully equipped

Lined up in silence

Stood up at the start and
end of every lesson

**READY to Learn and
Ready to Work**

Responsible

Listen

Planners and equipment
on desks

Write homework in
planner

Complete all class and
home work on time to the
expected standards

Be a positive role model
within school

Does as asked "**first time,
every time**"

Respectful

Be polite and show
respect to all

Use appropriate
language and tone

Respect the building and
equipment within it

Walk around sensibly
and quietly using the
one-way system and
keep to the left

Does as asked "**first
time, every time**"

Rewards

Central to the philosophy is the right of all staff to praise students, including contacting parents, as a matter of routine. Such spontaneous day-to-day praise is a key foundation in all good schools.

The school uses a range of strategies to positively reinforce good behaviour, mutual respect and to reward success:

Praise and positive feedback on work, effort, attitude and behaviour, both in the classroom and around the school.

Contact parents/carers, via student planner and text messages/good news cards

House points are awarded for progress, improvement or consistently high standards in both work and behaviour.

Praise awards and certificates are awarded.

House rewards issued through house assemblies and reward days.

Praise and Rewards – being consistently positive

Regular recognition of positive action from students will occur in every lesson and, whenever possible, outside of lessons ('**catch students being good**').

House Point stamps can be earned during lessons for the following:

- Excellent answers given during question and answer sessions;
- Outstanding presentation of work;
- Excellence in classwork or homework;
- Effective work as a group;
- Outstanding performance on a test/exam/piece of class or homework;
- Outstanding contribution made during the lesson.
- HP stamps can be given out of lessons for excellent performance as a leader, for excellent citizenship around the school, for helping others, etc.
- Multiple reward points (+3) can be awarded for more significant contribution as a Greenfield student by House Leaders and SLT – examples could be helping out on parents' evenings, representing the school, taking part in any of the school productions, having excellent attendance, making progress over time, great attendance etc.

Rewards will be presented on a half - termly basis at House assembly.

Certificates will be awarded when students reach a certain level of stamps collected.

Certificates will be awarded as follows:

50 Stamps:	Bronze Certificate of Achievement
100 Stamps:	Silver Certificate of Achievement
200 Stamps:	Gold Certificate of Achievement
500 Stamps:	Platinum Certificate of Achievement + dining hall voucher for break time
1000 Stamps:	Meeting with Executive Headteacher/Head of School, Parents plus voucher of choice; Amazon, I Tunes etc.

Executive Headteacher Award: Bronze House Badge:

Special award recognising students with an outstanding contribution to Greenfield Community College.

Executive Headteacher Award: Silver House Badge:

Special award recognising students with an outstanding contribution to Greenfield Community College.

Executive Headteacher Award: Gold House Badge:

Special award recognising students with an outstanding contribution Greenfield Community College.

Serious Incidents, including racist and homophobic incidents

A staged warning system is in place to ensure a fair and consistent approach in the classroom. However, any student who displays dangerous or threatening behaviour will be asked to leave the classroom and will be collected by a member of the LT or progress and guidance team. As these incidents are likely to result in seclusion, exclusion from site or exclusion, it is essential that detailed information is logged on SIMS as soon after the incident as possible. This should provide a detailed account of what has taken place. The names of any witnesses should also be included.

The use of more serious sanctions (seclusion, exclusion from site / exclusion) will only be considered where other strategies have already been tried or where an incident is exceptionally serious or a significant breach of the school expectations. Parental contact will always be made at this stage. The use of seclusion will be at the discretion of the Progress and Guidance team following investigation of the circumstances surrounding the incident.

On the very rare occasion where a student subjects a member of staff to abuse, whether verbal or physical, or presents intimidating behaviour, the student will be removed from the situation by a member of the leadership team or P&G team. Parents will be contacted at this stage and a thorough investigation conducted. An exclusion may be implemented depending on the outcome of the investigation. Such incidents could result in a permanent exclusion depending on the severity of the incident. Witness statements will be taken for investigation. The most serious cases will be referred to governors.

Malicious accusations against a member of staff

Where a student makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the Executive Head teacher, in consultation with the Head of School, will consider whether to take disciplinary action against the student. Where a parent has made a deliberately invented or malicious allegation, the Executive Head teacher, in consultation with the Head of School, will consider whether to require that parent to withdraw their child or children from the school on the basis that they have treated the school or a member of staff unreasonably and compromised the requirement for mutual trust and confidence. In accordance with the DfE's guidance Keeping Children Safe in Education, the School will consider a malicious allegation to be one where there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.

Around the school

The same standard of behaviour that is expected in the classroom should also be demonstrated around the school. Any students acting inappropriately should be challenged by staff. The classroom warning system should be followed, with the same proviso that dangerous or threatening behaviour will immediately be referred to progress and guidance team.

Behaviour Outside School

We expect Greenfield students to show respect to each other, members of the community and their property beyond the school gate. If an incident occurs in the immediate vicinity of the school or on the journey to and from school, we will investigate the incident and take appropriate action. If the incident has repercussions for behaviour and achievement in school, we may decide to seclude or exclude those involved. For 'one-off' incidents we may take action ranging from a warning, parental contact, detentions, seclusion or exclusion from site/exclusion [either fixed term or permanent as appropriate] based on the results of the investigation.

Detentions

Under no circumstances must whole class detentions be given. This practice is deemed unfair as it will include non-offending students.

Progress and Guidance team detentions - lunchtime / after school for inappropriate behaviour

Permanent and Fixed Term Exclusion:

We follow the guidance on exclusion as set out in Exclusion from maintained schools, academies and student referral units in England (DFE 20 June 2012).

(To be read in conjunction with Exclusion Procedures for Greenfield Community College —Appendix 1)

Exclusion will only be used as a last resort. As an inclusive school we believe that challenging behaviour is best addressed through intervention and alternative provision. When behaviour is particularly challenging we will:

- Place a student in seclusion - as an alternative to fixed term exclusion, enabling students to access the curriculum within school as well as work on strategies to help prevent repeat behaviour.
- Consider an exclusion from site where alternative provision is provided at the other campus.

This provision is an alternative to fixed term exclusion. However, there may be occasions when exclusion is unavoidable. This decision will be taken only:

- a. In response to serious breaches of the school's behaviour policy or where alternative provision has failed.
 - b. If allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.
- Only the executive head teacher / head of school (or in the absence of the EHT / HoS the most senior teacher who is acting in that role) can exclude a student.
 - In compliance with the UNCRC we ensure that the interests of the child concerned as well as those of all children in the school are a primary consideration in the decision to exclude [article 3] and that all rights apply to all children without discrimination [article 2]. We also have regard to the 2010 Equality Act in ensuring students with SEND are provided with alternative support and intervention, taking their particular needs into account. We implement our statutory duties under the Equality Act 2010 by making efforts to reduce differentials in exclusion rates between different groups.
 - Fixed term exclusions will always be at the minimum possible days to improve behaviour and will be followed up with intervention from the progress and guidance team.
 - A decision to exclude a child permanently is a serious one. It will usually be the final step in the process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgment that we have exhausted all available strategies for dealing with the child and will be used as a last resort.

- There will, however, be exceptional circumstances where, in the head teacher's judgement, it is appropriate to permanently exclude a child for a first or 'one off' offence. These will be dependent on the individual circumstances and the results of the investigation. These might include:
 - a. Serious actual or threatened violence against another student or a member
 - b. Sexual abuse or assault.
 - c. Supplying an illegal drug (with reference to school drugs policy)
 - d. Carrying an offensive weapon.

Governors:

Students and their parents may be required to sit before a governors' disciplinary committee in extreme situations.

Dangerous or offensive weapons:

These will not be permitted on school sites and will be confiscated. This includes lighters and knives of any type. The progress and guidance team will be contacted immediately; they will investigate the situation and take appropriate action. The community police team will be informed of any offensive weapons brought onto the school site.

Contact with parents

We try to inform parents at the earliest possible stage of any concerns. Our aim is to work with parents and involve them in any strategies to improve behaviour. This includes frequent informal contact by telephone, in addition to the more formal contact by letter and at interviews and review meetings. Reports to monitor behaviour following seclusion are sent home regularly. Furthermore, school reports for all students include comments on behaviour, effort, organisation and progress.

Social Inclusion

The school recognises that some students will need a lot of support in order to fully participate in school life and reach their true potential. We provide support internally through SEND and the progress and guidance team and also liaise with other agencies to allow students the opportunity to develop emotionally, socially and academically. Students who demonstrate specific social, emotional or mental health needs will be assessed to determine the level of support following the SEN Code of Practice.

This support begins with close liaison with our primary schools through the transition programme. This allows early identification of students with behavioural, learning, personal and social difficulties and of the strategies that have been used to help them prior to KS3.

Roles and responsibilities

Behaviour is a whole school issue. We believe that all stakeholders share responsibility for the development of an effective learning community. Class teachers are responsible for supervision of their immediate area including corridors and ensuring effective time keeping, including lesson change-over.

Use of Reasonable Force

Greenfield Community College is committed to safeguarding the wellbeing of students and staff in line with current relevant legislation. Section 93 of the Education and Inspections Act 2006 enables staff working in Greenfield Community College to use reasonable force to prevent a student from:

- committing any offence (or, for a student under the age of criminal responsibility, what would be an offence for an older student)
- causing personal injury to, or damage to the property
- prejudicing the maintenance of good order and discipline at the college or among any students receiving education at the college, whether during a teaching session or otherwise.

The use of force will be used very rarely and only in exceptional circumstances. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. The degree of force used should be the minimum needed to achieve the desired result.

Examples of situations which may call for this sort of judgement include:

- Removing a disruptive student from the classroom where they have refused to follow instructions to do so
- Preventing a student behaving in a way that disrupts a school event or a school trip or visit
- Preventing a student leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the learning of others
- Preventing a student from attacking a member of staff or another student, or to stop a fight

In all of the above situations, staff should seek immediate assistance from a member of the leadership team or a member of the progress and guidance team to help deal with the situation.

Reporting an incident

Incidents involving the use of force must be immediately reported to the executive head teacher / head of school. The incident should be recorded on a major incident form as soon as possible afterwards and include:

- The name(s) of the student(s) involved and when and where the incident took place
- The name of any other staff or students who witnessed the incident. Witness statements should be attached to the report.
- The reason that force was necessary
- An outline of how the incident began and progressed, including details of the student's behaviour, what was said by each of the parties, the steps taken to defuse or calm the situation, the degree of force used, how it was applied, and for how long
- The student's response and the outcome of the incident
- Details of any apparent injury suffered by the student or any other person, and any medical treatment required.

Where reasonable force has been used on a student, parents are to be informed by the appropriate member of the leadership team.

A review of the incident will take place when all parties have had the opportunity to reflect on the incident. Any complaints about the use of force will be thoroughly, speedily and appropriately investigated.

Student Grievance System/ Rights Respecting Schools:

The school believes in equality for all in its community. The school will listen to any student or parent who feels they have been unjustly treated. The student must follow the correct procedures. Students who feel they have grievances should report in the first instance to their form tutor. They should then discuss issues with the progress and guidance team.

Exclusion Procedures for Greenfield Community College

We follow the statutory guidance from the DfE. We aim to identify students at risk of exclusion and implement strategies including internal seclusion to avoid this. However, if there is a serious incident or a student exhibits persistently challenging behaviour, exclusion may be the only option.

Below is the process for excluding students at Greenfield Community College:

Excluding for a serious or dangerous incident

1. If the behaviour of a student is deemed by the progress and guidance team to be serious enough to warrant exclusion for a specific incident, statements should be taken from everyone involved in the incident and from any witnesses.
2. The statements should be used to complete the summary section of the exclusion request form [based on balance of probabilities] and then the rest of the form should be completed and forwarded to the executive head teacher / head of school on the same day as the incident.
3. The student may be isolated / secluded at this time whilst investigations continue and parents should be informed by the PGL or AHT [Behaviour for Learning] that there is a possible exclusion pending.
4. The EHT / HoS will consider the request and consult with the P and G team before making the final decision.
5. If the decision is not to exclude, reasons will be given, and an alternative sanction will be implemented.
6. If the decision is made to exclude, the EHT / HoS will sign the form and forward to the office manager who will complete the parental letter [and copy to the COG and LA].
7. The AHT [Behaviour for Learning] or EHT / HoS will contact parents.

Excluding for persistently challenging behaviour

As above, but statements are not necessary. In this case the summary should include all the incidents to be taken into account.

During the exclusion

- Appropriate work should be provided for the duration of the exclusion.
- An appointment should be made with parents to discuss the reintegration of the student.

Following the exclusion

On return the student should see a member of the progress and guidance team to support reintegration.

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