



THE
GREETLAND
ACADEMY

Positive Behaviour Policy

Approved by:	LGB		
Responsible department:	SLT		
Last review date:	September 2024	Last reviewed by:	L Whiteley
Last updated:	September 2025	Last updated by:	H Ashton & L Whiteley
Next review due:	September 2026		

BEHAVIOUR POLICY STATEMENT

AIMS AND EXPECTATIONS

At The Greetland Academy, our primary aim is that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community, whose values are built on mutual trust and respect for all. The school positive behaviour policy is designed to promote a calm and stimulating environment 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.

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. Appropriate rules, effective routines and good relationships are all consistently applied across the school to maintain high standards of behaviour for all at The Greetland Academy. We recognise that a minority group of children may require bespoke care, such as a personalised behaviour plan to meet their complex individual needs.

All children have the right to an education which offers them the best opportunities to work hard, be happy and to make good progress. We recognise that all children have the right to feel safe and secure and that all staff members are here to create the appropriate environment and opportunities for this to happen. This Positive Behaviour Policy has been produced by the school community working together to reflect our school values.

We value the ethos and strategies around the practice of **Restorative Justice** and use this learning to support children to positively resolve any conflicts they may have.

The Greetland Academy supports the United Nations Convention on the Rights of a Child (UNCRC), and although it does not hold the official certification, its ethos and practice reflects the fundamental foundations. The UNCRC is the most complete statement of children's rights ever produced and is the most widely-ratified international human rights treaty in history. Everychild has rights, whatever their ethnicity, gender, religion, language, abilities or any other status.

LEGAL REQUIREMENTS

This policy is written to reflect best practice outlined in *Behaviour in Schools – Advice for Head Teachers and School Staff* (February 2024) produced by the Department for Education.

We aim for every member of our school community to feel valued and respected and that each person is treated fairly. We are a caring community, whose values are built on mutual trust and respect for all. The Positive 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. The purpose of our Positive Behaviour Policy is to:

- Encourage positive behaviour
- Enable children to be aware of – and take responsibility for – their behaviour
- Enable children to respect the rights of others at the school, and feel respected
- Ensure everyone at The Greetland Academy feels safe.

At our school we aim to promote the children's social development skills by early intervention and by promoting appropriate and positive behaviour. The school expects every member of the school community to behave in a considerate way towards others. 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. This will be achieved by:

- A whole school behaviour approach, with **all** staff being responsible for **all** children
- An expectation that all staff and visitors to the school act as role models
- Fostering in pupils a positive self-image, self-discipline and empathy for others.

EQUAL OPPORTUNITIES

Every member of The Greetland Academy community has an equal right to fair treatment and consideration according to the values expressed in this behaviour policy and all will have equal access to the specified system of rewards and sanctions. 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 Anti-Bullying Policy & Appendix 3: Anti-Bullying Charter*). All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Sometimes, children with special educational needs and disabilities (SEND) find it more difficult to understand the causes and effects of inappropriate behaviour and will need additional support from parents and the school. Where possible, The Greetland Academy behaviour system will be adapted to support children's understanding (e.g. a bespoke behaviour plan, adaptations, or sections of the day may be broken into smaller, visual 'chunks' of time). There may also be more regular communication with parents.

As detailed in the SEND Code of Practice (2015) The Greetland Academy SEND Policy, behaviour is not regarded as a special educational need. Behaviour may, in accordance with the Code of Practice, be seen as a cause of an underlying special educational need. If this persists, staff, with parental support, may seek further professional advice from external agencies and follow a graduated approach of support.

ANTI-BULLYING

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time. The three main types of bullying are physical, verbal or indirect (such as spreading rumours, social exclusion and cyber-bullying).

Bullying will not be tolerated at The Greetland Academy. **Appendix 3** is our Anti-bullying Charter, which has been created in collaboration with all stakeholders.

For more information about bullying, please seek the Trust's Anti-Bullying Policy on their website.

RACISM

The Race Relations (Amendment Act 2000) places a positive legal duty on the whole of the public sector, including schools, to promote equality.

The Greetland Academy endorses the MacPherson Report's (1999) definition of a racist incident, namely that: *"A racist incident is an incident which has been perceived to be racist by the victim or any other person"*.

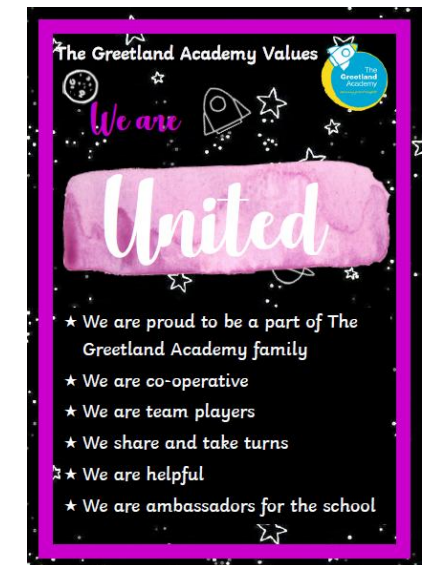
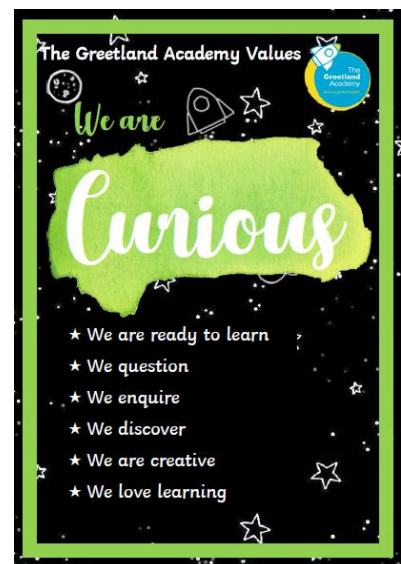
Racist incidents will be dealt with in accordance with the rest of this document and with the Trust's Anti-Bullying and Equality Policies .

As required by the Government, racist incidents involving either children or staff will be recorded. The Principal will exercise professional judgement whether or not to notify parents but will log whether or not notification has taken place. The school will apply the Trust's Complaints Procedures for any incidents unresolved. Incidents will be reported to a meeting of the Governors.

VALUES

'Reaching Great Heights'

We have established a set of 6 core values which sit under the whole school motto, 'Reaching Great Heights'. These are explicitly taught and underpin the ethos, environment and curriculum at The Greetland Academy. The 6 values are



The value posters will be displayed in every classroom and embedded into the language and routine of the school day. In order for the values to be established foundations, they are regularly revisited during assemblies, PSHCE lessons, stories, opportunities for whole class and individual discussion and time for reflection.

STAFF EXPECTATIONS

- The staff 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.
- The staff treat each child fairly and enforces the 6 core values consistently and treats all children in their class with respect and understanding.
- If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents on CPOMS. In the first instance, the class teacher deals with incidents in line with the behaviour code. However, if misbehaviour continues, this escalates to the learning mentor then SLT. The class teacher will also contact a parent if there are concerns about the behaviour or welfare of a child.
- Staff must know and understand their pupils and their influences as good relationships form the foundations for positive behaviour management.
- Teachers will teach learning behaviours and all staff will have high expectations and model appropriate behaviours. (*Appendix 1: Behaviour Expectations*)
- Classroom management strategies will be used in line with the school policy to support good classroom behaviour and reinforce the 6 core values. Simple approaches to classroom management (*Appendix 2: EEF improving behaviour in schools guidance*) will form part of the regular classroom routine.
- Teachers will tailor individual approaches (individual behaviour plans) to support the needs of individuals at The Greetland Academy, these are in line with the school policy and high expectations for all and these will be shared with all necessary staff.
- Consistency and coherency are paramount at a whole school level.
- We value the ethos and strategies around the practice of Restorative Justice and use this learning to support children to positively resolve any conflicts they may have.

HOME/ACADEMY LINKS

The academy will establish strong channels of communication with parents – both formal and informal – to ensure the promotion of high behavioural standards. The contents of this behaviour policy will be shared with parents and they will be encouraged to work in partnership with the academy to ensure its successful implementation. The academy will also work closely with support agencies to promote home/academy links.

EXCLUSION

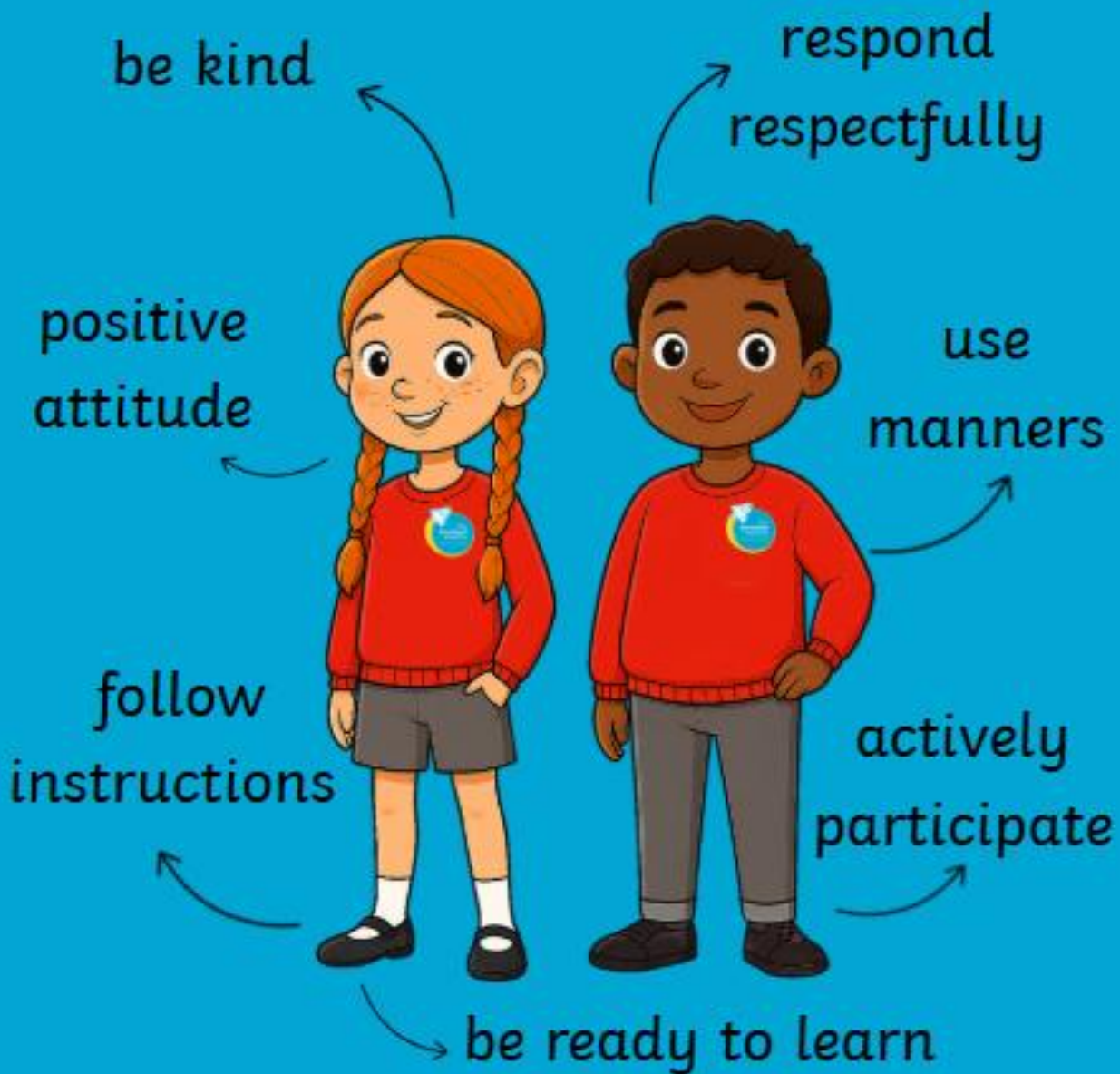
A decision to exclude a child is viewed as a serious decision. In accordance with the 'suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' (August 2024). A decision to exclude a pupil should be taken only: in response to serious breaches of the academy's behaviour policy; and if allowing the pupil to remain in academy would seriously harm the education or welfare of the pupil or others in the academy'. Only the Principal or teacher in charge can exclude a child. The decision to exclude a child will be **the final step** in a process for dealing with disciplinary offences following a wide range of other strategies. The Principal may judge it appropriate for a child to be permanently excluded for a 'one off' offence, including: serious actual or threatening violence against another pupil or a member of staff; sexual abuse or assault; supplying an illegal drug; or carrying an

offensive weapon. After such a decision to exclude a child is made, the procedures for Principal, Parents, Local Governing Body and LA will be followed in accordance with the September 2006 Guidance on Exclusion from Schools and Pupil Referral Units.

TRANSITION

At The Greetland Academy, we value the importance of an effective transition when a child moves to a new school. Each child's behaviour for learning is discussed within focused meetings prior to the move to allow key information and strategies to be shared.

Behaviour Expectations



Rewards



praise



dojos



class token



star of
the week



celebrated
with parents

(Appendix 2: EEF Improving Behaviour in Schools Guidance)



IMPROVING BEHAVIOUR IN SCHOOLS

Summary of recommendations

Sections are colour coded for ease of reference:

Report Published
7th June 2019
eef.li/behaviour

Proactive

Reactive

1

Know and understand your pupils and their influences



- Pupil behaviour has multiple influences, some of which teachers can manage directly
- Understanding a pupil's context will inform effective responses to misbehaviour
- Every pupil should have a supportive relationship with a member of school staff

2

Teach learning behaviours alongside managing misbehaviour



- Teaching learning behaviours will reduce the need to manage misbehaviour
- Teachers can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning
- Teachers should encourage pupils to be self-reflective of their own behaviours

3

Use classroom management strategies to support good classroom behaviour



- Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression
- Improving classroom management usually involves intensive training with teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time
- Reward systems can be effective when part of a broader classroom management strategy

4

Use simple approaches as part of your regular routine



- Some strategies that don't require complex pedagogical changes have been shown to be promising
- Breakfast clubs, use of specific behaviour-related praise and working with parents can all support good behaviour
- School leaders should ensure the school behaviour policy is clear and consistently applied

5

Use targeted approaches to meet the needs of individuals in your school



- Universal behaviour systems are unlikely to meet the needs of all your students
- For pupils with more challenging behaviour, the approach should be adapted to individual needs
- Teachers should be trained in specific strategies if supporting pupils with high behaviour needs

Implementation

6

Consistency is key



- Consistency and coherence at a whole-school level are paramount
- Whole-school changes usually take longer to embed than individually tailored or single-classroom approaches
- However, behaviour programmes are more likely to have an impact on attainment outcomes if implemented at a whole-school level

The Greetland Academy Anti-Bullying Charter



In our school we have decided that bullying is:
Repeated – it keeps on happening
Deliberate – causes hurt to another person on purpose

Bullying goes against our school values of being
Healthy, Respectful & United

- An act of bullying could be:
 - Verbal** – saying unkind things
 - Physical** – kicking, pushing, hitting etc
 - Emotional** – not letting another person join in; excluding somebody on purpose; telling others to be unkind to someone
 - Online/Cyber** – posting on social media, sharing photos, sending nasty messages

Bullying is NOT:

- A 'heat of the moment' incident
- A fall-out
- A disagreement or difference of opinion
- An accident

If you think you are being bullied or someone is being unkind to you, tell an adult in school.

If you still need help, speak to Mrs Graham

