



Henry Green Primary

Behaviour Policy



Approved and Agreed by the Governing Body:

Signed (Chair of Governors)

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Date: 29.11.23

Review Date:

Address:

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This policy covers many of the articles from the UN Convention on the Rights of the Child. Some key ones are listed below.

Article 2

The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say, whatever type of family they come from.

Article 6

Children have the right to live a full life. Governments should ensure that children survive and develop healthily.

Article 12

(respect for the views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

Article 13

(freedom of expression) Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Article 14

Children have the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide children on these matters.

Article 28

(right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

Article 16

Children have the right to privacy. The law should protect them from attacks against their way of life, their good name, their family and their home.

Article 19

(protection from violence, abuse and neglect) Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

Article 30

(children from minority or indigenous groups) Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.

Article 31

(leisure, play and culture) Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

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1. INTRODUCTION

At Henry Green our Behaviour Policy is designed to support all children positively. We have developed a culture and ethos that supports children to communicate their feelings rather than communicating their difficulties through behaviours that challenge. We aim to be preventative rather than reactive and catch children as they are ‘falling’, not after they have fallen. The role of our Learning Mentor and reflection room are key in providing children with a safe place to regulate and to discuss and reflect on incidents. We understand that individuals make mistakes, with accepting responsibility for these, children can carry on with their day positively, without fear of judgement.

We have a welcoming school environment for pupils and parents, which encourages an open and mutually respectful relationship. We have open and accessible communication through senior staff presence at entrances before and after school. Our Parent Hub is open to all parents five mornings a week, where parents can speak to our Family Support Worker, Learning Mentor and SENDCO without an appointment. We also aim to have a quick response to any enquiry or concern to alleviate any possible stress or worry.

Our culture and ethos are underpinned by neuroscience and Maslow’s Hierarchy of Needs. We are a Trauma Informed School and all adults are trained to be ‘Emotionally Available’. Providing all children, including those who may have experienced Adverse Childhood Experiences with daily access to more than one Emotionally Available Adult, can make a profound difference to their social and emotional development, their wellbeing and future life chances.

Through our Mind Up Curriculum (first thing each Monday morning across the whole school) children develop their understanding of neuroscience, mindful awareness, positive psychology and mindful practices to affect positive change within the classroom and beyond. The 15-lesson curriculum includes practices developed to help children improve their focus, manage their emotions and face challenges with resilience, kindness and compassion. The MindUP lessons are complemented by the ‘Brain Break’. This core mindful breathing exercise which takes place three times a day, enables pupils and staff to calm their minds, focus and get ready to learn. The interactive teaching and learning approaches, complemented by whole-school mindful practices, help create an exciting learning environment within which children can thrive academically, socially and emotionally.

Children use the language of neuroscience and analogies for them: the amygdala (barking dog), hippocampus (elephant that never forgets) and pre-frontal cortex (wise owl) to describe what is happening in their brain. All classrooms have a Mind Up display area, puppets and Hoberman ball to encourage children to focus on their breathing when they are having an emotional hijack. MindUP is central to our strategic vision, it supports us to create a whole-school culture of gratitude, optimism, happiness and respect within which we can all grow and flourish. For further details about the MindUP programme, including research findings, the curriculum overview and case studies, visit www.mindup.org.uk.

At Henry Green, we have two fully trained Thrive Practitioners. THRIVE is a dynamic, developmental approach to working with children that supports their emotional and social wellbeing. It is based on the latest research in neuroscience, attachment theory and child development, drawing on research into the role of creativity and play in developing emotional resilience. THRIVE draws on an

understanding of six 'building blocks' of development and growth that comes online sequentially and remains throughout life.

Every child has a THRIVE online assessment, completed by their teacher twice a year, this allows classes to work at their 'right time' of social and emotional learning. THRIVE assessments also allows us to addresses interruptions that children might be experiencing. Children come to school to learn, but some are not ready or able to do so. They may move appropriately through each stage and then encounter a life experience that creates a setback, as happens to us all at times. At these times pupils may exhibit behaviours that are challenging and disruptive, restless or withdrawn. Current brain science shows, for many of these children, their stress management, emotional regulation and seeking /exploring systems are not yet sufficiently developed for them to access learning, or are set back to our earliest levels of need through trauma. THRIVE provides a systematic approach to the early identification of emotional developmental need so that differentiated provision to address those needs can be put in place quickly by our THRIVE practitioners through 1:1 or group reparative work. As the children's emotional and social development needs are met, they re-engage with life and learning.

At Henry Green we have developed a rights respecting ethos in our school, our playground and our classrooms. This involves children not just learning about rights, but putting rights into practice every day. At the beginning of the academic year, each class produces their own class charter. Each charter is an agreement between the children and the adults in the class. It signifies a shared enterprise and acts as the 'social glue' which binds everyone together. Once the charter has been agreed, all children and adults sign it and it becomes a reference for the class.

We also have a Parent Charter on display in our school reception area, where we invite parents to sign to show an understanding of their role as a Duty Bearer in ensuring children's rights are respected. If behaviour results in someone else's rights not being respected, we have restorative and reflective conversations to encourage children to be responsible, confident members of a local and global society.

We have a strong commitment to Anti-Discrimination. Our Anti-Discrimination Statement says: We want every member of our school community to; feel free to be yourself, feel safe, feel seen, feel supported and feel they belong. Any discrimination will be taken seriously and dealt with appropriately.

1. AIMS

A clear school behaviour policy consistently and fairly applied, underpins effective education. It is essential that our behaviour systems help to create a well ordered, calm and respectful environment where children can grow in confidence, feel safe and able to learn. This policy aims to fulfil the legal requirement of all maintained schools to:

- Provide a consistent and fair approach to behaviour management;
- Encourage children to take responsibility for their own actions;
- Promote good behaviour, self-discipline, self-regulation and respect;
- Prevent bullying and discrimination;
- Promote a positive learning environment where there is mutual respect between adults and children
- Encourage children to make positive choices and to be recognised for their achievements
- Provide opportunities for children to be rewarded for good behaviour.
- Help children to accept that there are consequences to making the wrong choices.

- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management.

We acknowledge further our legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs and disabilities (SEND).

2. LEGISLATION & STATUTORY REQUIREMENTS

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools.
- The Equality Act 2010.
- Keeping children safe in Education.
- Use of reasonable force in schools.
- Preventing and tackling BULLYING.
- Searching, screening and confiscation at school.
- Sexting in school and colleges: Responding to incidents and safeguarding young people.
- Exclusion from maintained schools, academies and pupil referral units in England - A guide for those with legal responsibilities in relation to exclusion.
- Special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils.
- Sections 88-94 of the Education and Inspections Act of 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property.
- DfE guidance explaining that schools must publish their behaviour policy online.

3. ROLES & RESPONSIBILITIES

The Governing Board

- The Governing Body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).
- The Governing Body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The Headteacher

- The headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body giving due consideration to the school's statement of behaviour principles (appendix 1).
- The headteacher will also approve this policy.
- The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with challenging behaviour, and will monitor how staff implement this policy to ensure rewards and consequences are applied consistently.

We ensure and plan for good behaviour through the delivery of our curriculum by:

- Delivering an interesting and engaging curriculum which is regularly reviewed.
- Making all lessons accessible to all learners which include challenge for all.
- Providing interactive and varied lessons using different teaching styles to motivate and engage all pupils.
- Modelling and promoting independent learning.
- Quality and timely feedback, valuing children's work.

We expect all staff to:

- Speak politely and calmly to all pupil – modelling positive behaviour at all times.
- Greet the children in the morning in a positive manner.
- Recognise that each child is an individual who needs to be valued and enabled to succeed.
- Focus on and praising good behaviour.
- Follow the correct stages of the behaviour systems fairly and consistently so that pupils understand the behaviour that is not acceptable.
- Give pupils time to modify their behaviour as requested.
- Allow pupils to explain their actions.
- Avoid confrontational situations so that children can maintain their dignity.
- Understand that it is normal for children to test the boundaries of acceptable behaviour.
- Encourage pupils to take care of their school and to be proud of its members.
- Promote attitudes of respect through our curriculum.
- Provide a personalised approach to the specific behavioural needs of particular pupils
- Communicate any serious incidents with senior leaders and parents in a timely way
- Share information at Parent consultations.
- Offer practical support and signpost to the Family Support Worker.

We expect pupils to:

- Develop a positive attitude towards school and learning.
- Be independent by knowing where to find support.
- Know what their next steps are.
- Respect each other by allowing everyone to learn and by being accepting of all abilities and efforts.
- Make appropriate decisions about their behaviour.
- Learn to abide by the school rules.

We expect our parents to:

- Support the school in the implementation of our policy to promote positive behaviour and individual responsibility.
- Attend meetings about their child's progress and behaviour.
- Inform school of concerns or problems which may affect their child's work or behaviour.

4. PUPIL CODE OF CONDUCT

- Pupils are expected to follow the school's core values and rules A.S.P.I.R.E:

Achieving our best and striving to improve
Succeeding in all that we do valuing others
Persevering in the face of challenges and learning from our mistakes
Inspiring others and being inspired
Respecting everyone and seeking to earn their respect
Enjoying learning and looking forward to future learning.

Classroom Rules

Each class teacher must involve the children in designing their class charter. These will promote respecting children’s rights, positive behaviour and learning environments. The agreed classroom charter must be displayed in each classroom and be revisited and pupils reminded of it regularly.

When communicating the policy to pupils, class teachers should ensure that children are aware of the different methods of resolving and airing their views. This may be through discussion with the teacher, senior teachers or learning mentor, or by writing a comment in the ‘Chatterbox’, which is located outside the Thrive room. The ‘Chatterbox’ provides an additional opportunity for children to share a concern if they don’t feel as comfortable going directly to a member of staff. The learning mentor will follow up any concerns.

School Rules

- A** – Attend school and be punctual
- S** – Speak politely and respectfully to everyone
- P** – Play nicely in the playground and be kind
- I** – In the corridors, walk sensibly and silently
- R** – Respect all individuals
- E** – Ensure you are being safe in school and online

5. PUPIL ROLES AND RESPONSIBILITIES

At Henry Green, we want to provide positions of responsibility and positive pupil role models across the school. Some positions are chosen as a reward for good behaviour, some are elected and other pupils are specifically selected to support individuals with their own needs or to support them with their own development.

Parliament: All classes have a democratic vote to elect their class MP, as well as a whole school vote to elect our school Prime Minister and deputy. Members of parliament wear ‘Parliament Badges’.

Play Pals: Children in years one to six work to promote a healthy lifestyle in the playground. Some play pals lead activities in the playground, support ‘Walk and Talk’ and others support peers with ‘Chat and Chill’. Play pals wear a light blue high visibility jacket in the playground

Mindful Mentors: One child from each class is chosen to lead brain breaks, re set the behaviour board daily, house points and ZOR cards. Mindful mentors are able to talk about Mind Up and help others to regulate etc. Mindful mentors wear a lanyard.

Munch Bunch: Several children in years 3/4/5/6 have been chosen to promote healthy eating and help to run the tuck shop. The munch bunch wear green high visibility jackets and have been trained to notice and reward healthy food choices.

Learning Champions: One pupil from each class, who can explain the learning and support others.
Green Team: Pupils from across the school who lead on the school’s sustainability targets.
Digital Leaders: One pupil from each class who supports the teaching and learning of computing.

6. BULLYING

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another’s belongings, any use of violence
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

(Also refer to the Anti Bullying policy)

The school aims:

- To ensure that children concerned feel able to approach someone.
- To ensure staff respond quickly to concerns.
- To ensure children feel safe and secure.
- To educate children throughout the year around bullying

Children should tell their teacher or the member of staff on duty of the problem in the first instance. The member of staff will use their judgement to decide the seriousness of the incident. They may use the school behaviour system and use the behaviour board, but **suspected bullying incidents must be passed on to a member of the Senior Leadership Team**. They will investigate the incident and if found to be bullying will record the incident as bullying and inform the parent/carers or all involved.

In all cases we will consider if any pastoral or therapeutic support is needed. This could be a referral to the learning mentor as the first step.

Strategies to prevent bullying and empower pupils may be:



- Use of circle time/Jigsaw (PSHE) activities for children.
- Praise and rewards for positive behaviour.
- Opportunities in the curriculum to discuss bullying.
- Class time taken to address the problem.
- Staff training and awareness.
- Assemblies and school focus.
- Promotion of the work of Childline.
- Anti-Bullying Week/Online Safety Day

These instances should be dealt with promptly either with support from other staff or by following the behaviour policy.

7. BEHAVIOUR BOARD

Our Behaviour Board is used across the whole school and is designed to encourage self-regulation and opportunities to reflect and modify behaviour choices before they escalate.

Early Years (Nursery and Reception) follow an amended, age appropriate version of the board based on the same principles. There is a behaviour board at the front of each classroom and children's names are on magnets so that they can easily be moved up and down the board. Children should not be asked to move someone else's name down the board. Rewards are associated with where children finish on the board at the end of each day.

- All pupils will start with their name on green.
- Pupils' names will be moved up the board for displaying good learning behaviours or producing some excellent outcomes in their work.
- If pupils make negative choices in their behaviours for learning their name may be moved down the board.
- When a pupil has moved to yellow, orange or red, upon their return the teacher will give a limited time for the pupils to show they are ready to learn again and then put their name back into green.
- If a pupil moves to orange – they will be sent to the learning mentor's room where they can reflect on their behaviour. This will be logged by the learning mentor on Pupil Asset. If a pupil comes back into class after being in orange or red and continues to choose the wrong behaviour then the teacher can move their name down or refer them to the Senior Leadership Team.
- If a behaviour is deemed serious enough by the teacher, a pupil may be sent straight to Restart or SLT Restart.

1 Raffle Ticket + 5 Merit Marks
1 Merit Mark
5 House Points
Self-Reflection in Class
Reflection with Learning Mentor
Restart in Another Class (Can be lunchtime Restart – teacher's discretion) – complete reflection form (Brought to SLT at lunchtime)

We recognise our legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

Our SENDCO will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child alongside parents.

8. **REWARDS & CONSEQUENCES**

REWARDS

Informal rewards which are immediately given are:

- Verbal and written praise through marking and feedback
- Being moved up to the next level on the behaviour board
- Stickers for good work or behaviour
- Praise to children in front of peers, staff and parents (if appropriate for the individual)
- Sending to another member of staff or a member of SLT to share a child's success
- House Points
- Merit Marks
- Raffle Tickets

Other opportunities to celebrate include:

- Celebration assemblies where trophies and certificates can be acknowledged.
- Attendance assemblies and rewards.
- A telephone call home to inform a parent of a child's success.
- A Headteacher's award
- Commendations certificates weekly for pupils who have demonstrated to a high standard one of our core values (ASPIRE) alongside a Learning to Learn Skill.

Commendations:

These will be given out in a weekly celebration assembly for an individual child who has shown a very high quality of work, commitment or skills in a particular area. Commendations are linked to the school core values – ASPIRE and a Learning to Learn Skill. During Headteachers assembly on Mondays, the Learning to Learn skill will be introduced and explained to pupils. Reasons for commendations appear in our weekly newsletter. Teachers need to nominate pupils for:

Learning to Learn Skills

- Team worker
 - Resourceful Thinker
 - Independent Learner
 - Self-Manager
 - Reflective Learner
 - Effective Participator
-
- **Achieving** our best and striving to improve
 - **Succeeding** in all that we do valuing others
 - **Persevering** in the face of challenges and learning from our mistakes

- **Inspiring** others and being inspired
- **Respecting** everyone and seeking to earn their respect
- **Enjoying** learning and looking forward to future learning.

House Points:

- The purpose of House points is to provide all staff with a quick and easy method of rewarding positive attitude and behaviour.
- Any staff can award house points to pupils.
- All of the children in the school are split into 4 Houses: Fire (Red) Water (Blue) Earth (Green) Wind (Yellow)
- House Points can be awarded to a child, group of children or whole House. House Points may be awarded to individual children for being the first person ready to listen, or for showing politeness by holding the door open for somebody, or answering questions correctly.
- Lunchtime supervisory staff may also award House points. More than one House point can be awarded at once, preferably in multiples of 5. Only in exceptional circumstances should an individual child or group of children get more than 20 House points in one go.

Raffle Tickets:

Every time a child ends the day on blue (the top level of our behaviour board) they will get a raffle ticket. All raffle tickets will be collected in the class and drawn each Friday in celebration assembly. The child's name that is drawn by the class teacher will go to the headteacher for a small prize.

Merit Marks:

- All classrooms will display a standard chart to record the Merit Marks which the children receive.
- When a child produces a good piece of work, shows particular effort, or exhibits outstanding progress / attainment in their learning, they may earn a Merit Mark. Merit Marks should be awarded for achievements significant to the individual pupil.
- Merit Marks can be awarded for exceptional work and positive learning behaviours. Staff will need to strike the right balance between making the marks too easy or too difficult to obtain.
- Children receive merit marks based on where they end their day on the Behaviour Board. It is important that the children that always make the right choices are recognised daily.
- There will be a 'Merit Mark Moment' event at the end of **each term** for those pupils who have received the most Merit Marks during that term. This may include watching a film in school, a visit to the cinema, a visit to the park, an art/P.E afternoon, or another special treat (Max 5 from each class). It is important to ensure that these rewards are for the children who consistently make the right choices with their behaviour.
- It is essential that class teachers actively monitor the number of Merit Marks that pupils in their class are receiving. If some pupils are not regularly receiving Merit Marks teachers should actively seek opportunities to find those pupils doing something worthy of the award. Teachers should also regularly discuss with pupils the kind of things that they can do to earn Merit Marks.

CONSEQUENCES

RESTART

children who have had a Restart should return to their teacher with their form to have a restorative conversation. Teachers must then bring the child's Restart form (Appendix 2)

to the Hub to be logged on Pupil Asset. If children need to they must come to the Hub to complete any missed work before going out to play.

Each time a child has a Restart the class teacher must have an informal chat with the child's parent/carer informing them of the Restart and the reasons.

- If a child has had two or more Restarts in a week, the Phase Leader or AHT for behaviour will meet with the child's parents.
- Children should not be sent to Restart for forgetting P.E kits, not doing their homework, or 'low level' misbehaviour. This needs to be managed by the class teacher.
- Restart forms (appendix 2) will be logged on the school's internal system. This will be needed as evidence of the child's difficulties if the child is to be put on the special educational needs register or referred to another agency. They will also be required for discussion with the parents.
- If a child has continued to choose the wrong behaviour and when Restarts are not seen to be a deterrent, then there will be a meeting with the Behaviour Lead, Inclusion Team and class teacher who will create a behaviour plan. This will then be shared with the child's parent/carer. This will be continually monitored and amended as appropriate.
- If a teacher uses the withdrawal of playtime as a sanction, then the teacher becomes personally responsible for the supervision of that child. At playtime teachers must not leave children unsupervised anywhere.
- There should be no group / whole class consequences for the actions of some. Staff must take the time to find out who needs a consequence.

Pairings for Restart 2023/2024:

Diamond/Jade- Ruby

Topaz- Pearl

Amber- Opal

Quartz- Amethyst

Coral – Garnet

Sapphire – Emerald

Turquoise – Zircon

Senior Leadership Team (SLT) Restarts

When a pupil has continued to choose the wrong behaviour or the behaviour requires an escalated response, an SLT Restart will given. This will be supervised by a member of SLT and the duration will be left to the discretion of the SLT member. When this happens, the SLT member will inform the parents and the pupil will also miss lunchtime the following day.

Exclusion (Internal or External)

On rare occasions, an exclusion, either internal or external, may be deemed to be appropriate.

If children have had an SLT Restart and are displaying extreme behaviours – the next step would be either an Internal or External Exclusion. **An exclusion can only be sanctioned by the Headteacher, or the Deputy Head** in their absence. A decision to exclude will be made after consultation with the class teacher, pupil and parents/ carers. If a pupil is excluded externally, the school is required to notify the Local Authority. Parents/carers will formally be notified in writing stating the conditions, reasons and duration of the exclusion, including details of the parental right of appeal.

The decision to exclude is not taken lightly and many factors, including previous conduct and the individual needs of the pupil, are considered. The school may decide to exclude in order to discuss and implement future provision and arrangements for the pupil to try and prevent further exclusions wherever possible.

Examples of behaviour that may lead to an external or internal exclusion are as follows:

- Offensive language directed at staff
- Deliberate inappropriate sexualised behaviour
- Deliberate use of bad language
- Discriminatory remarks with intent/intimidation
- Persistent/extreme violent behaviour towards another
- Persistent bullying of any kind
- Carrying offensive items
- Smoking
- Vandalising school property

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Key members of staff are Team Teach trained. The school's Positive Handling Policy contains further information.

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible (it must be reasonable and proportionate)
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Permanent Exclusion

A decision to exclude a pupil permanently should only be taken:

- In response to serious or persistent breaches of the schools behaviour policy.
- Where allowing the pupil to remain in school would significantly harm the education or welfare of other pupils in the school.

Discriminatory Incidents

All Discriminatory incidents must be reported to a member of the senior leadership team. This includes verbal and physical insults related to race or religion. The senior leader will then follow procedure in accordance with the school policies.

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

Confiscation

We will confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will follow the necessary steps in accordance with this policy. Please refer to our safeguarding policy/statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse. The headteacher will also consider the pastoral needs of staff accused of misconduct.

10. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions Policy
- Safeguarding policy
- Positive Handling Policy
- Online Safety
- Equalities Policy
- SEND Policy

Appendix 1: written statement of behaviour principles



Written Statement of Behaviour Principles



	
Achieving	our best and striving to improve.
Succeeding	in all that we do and valuing the success of others
Persevering	in the face of challenges and learning from our mistakes.
Inspiring	others and being inspired.
Respecting	everyone and seeking to earn their respect.
Enjoying	learning and looking forward to future learning.

The Education and Inspectors Act 2006 and DfE guidance (Behaviour in Schools, 2012) requires the Governors to make and frequently review, a written statement of general behaviour principles to guide the Head teacher in determining measures to promote good behaviour.

Henry Green Primary School is committed to providing an environment where all can feel safe, happy and included. It is the responsibility of all staff to ensure that all pupils of the school maintain excellent behaviour at all times, through a shared, consistent approach. Our Anti-Discrimination Statement says: We want every member of our school community to; feel free to be yourself, feel safe, feel seen, feel supported and feel they belong. Any discrimination will be taken seriously.

Principles:

- Every pupil understands they have the right to feel happy, safe, valued and respected, to become confident members of a global society who can apply their experiences at Henry Green to all future learning and life.
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers model an excellent example of behaviour to pupils at all times
- Rewards, consequences and reasonable force are used consistently by staff, in line with the behaviour policy and within the best interests of all children
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions through reflections and restorative conversations
- Families are informed about behaviour incidents and involved to promote positive relationships between the school and pupils' home.

Appendix 2: Restart Form



Restart Form

Name: _____ Class: _____ Date: _____
 Location: _____ Time: _____

Details – please describe why the pupil was moved down the board.

Yellow (Self Reflection)	Orange (Reflection with Learning Mentor)
Red (Restart)	SLT (Restart)

RESTART REFLECTION FORM

<p>Article 12</p> <p>Children have the right to say what they think and how their opinion is taken seriously.</p>	<p>Article 13</p> <p>Children have the right to get and share information as long as it's not damaging.</p>	<p>Article 14</p> <p>Children have the right to practice their religion and have their own beliefs.</p>
<p>Article 15</p> <p>Children have the right to meet with other children and join clubs.</p>	<p>Article 16</p> <p>Children have the right to privacy.</p>	<p>Article 19</p> <p>Children have the right to be safe and protected from violence.</p>
<p>Article 23</p> <p>Children with any kind of disability have the right to care and support.</p>	<p>Article 24</p> <p>Children have the right to the best possible health.</p>	<p>Article 28</p> <p>Children have the right to an education.</p>
<p>Article 30</p> <p>Children have the right to practice their own language, culture and religion.</p>	<p>Article 31</p> <p>Children have the right to play.</p>	

- a) Circle the articles you haven't respected.
- b) Explain the behaviour that has meant you moved down the board to restart.

- c) How can you modify your behaviour so that you respect children's rights?
