

Greenwich House Independent School School Behaviour Policy

We aim at all times to maintain the safety and happiness of your child and it is with this fundamental point in mind that this policy statement is drawn to your attention.

At Greenwich House School we want every member of the setting community to feel valued and respected, and for each person to be treated fairly. We are a caring community, whose values are built on mutual trust and respect for each individual. Our behaviour policy is therefore designed to support the way in which everybody can live and work together in a supportive way.

We acknowledge that there are times when issues surrounding behaviour will need to be supported by adult intervention. Our staff are trained to deal with this promptly, fairly and in accordance with this policy.

Corporal punishment will not be given to a child for whom we provide care. We will not use or threaten corporal punishment or any form of punishment which could have an adverse impact on the child's well being.

Aims and Values

Personal, Social and Emotional Development is a core element of all care and education including the Early Years Foundation Stage (EYFS). The EYFS states that support should be provided with a view to "...helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities".

We are committed to working in partnership with parents and carers in supporting children's development in all areas, including behaviour and we take into account children's age and stage of development. We recognise that there may be different expectations for children's behaviour at home and at school. We

therefore work closely with parents/carers to explain the ways in which we promote positive behaviour and to explain the ways we can work together to promote the same message to children, optimising continuity of care and consistency.

It is always helpful if parents tell us of any factors which may have an effect on their child's behaviour. This allows steps to be taken to avoid possible triggers and moderate or prevent any negative behaviour kindly, fairly and in full accord with parent's wishes.

At Greenwich House School, we aim to ensure the individual needs of all children are met by providing clear, consistent and developmentally appropriate expectations for behaviour through:

- **Respect:** to encourage all children to have respect for themselves, for other people (their feelings, beliefs and values) and for the setting environment including equipment and property.
- **Understanding and compassion:** to help children to understand other people's views and experiences and to be caring and tolerant towards others

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- **Responsibility:** to enable children to have an increasing ability to make choices and take responsibility for their own actions. In particular we help children to develop an understanding of the consequences of their behaviour.
- **Fairness and equality:** to give children an understanding of how to be fair to all: how to share and give everyone an equal chance (within the context of everyone having different needs). All staff will demonstrate this behaviour in their actions also.
- **Kindness:** to promote acts of kindness to each other and to assist children in ways of being gentle towards each other.
- **Support and the use of positive reinforcement:** to acknowledge considerate behaviour, reinforcing positive behaviour, developing children's confidence and self esteem.

As part of the induction procedure, all staff will be made aware of the procedure to support positive behaviour according to clear, consistent guidelines. Staff will make every effort to act as good role models to children by behaving in a friendly and considerate manner themselves, creating an atmosphere of respect and value

for one another and we hope that parents/carers using the School will join with us in partnership.

Staff will work effectively together as a team and show a fair and consistent approach to incidents. They will discuss any concerns with parents/carers in an attempt to understand and identify possible causes of negative behaviour.

Physical intervention will only be used to manage a child's behaviour if it is necessary to prevent personal injury to the child, other children, an adult, or serious damage to property. ANY occasion where physical intervention is used will be recorded within the incident log and parents/carers will be informed when picking up the child. This must, of course be in the form of holding and not smacking, slapping or shaking.

Each group will create and agree to their own set of rules with their teacher and all staff will use these to underpin and promote positive behaviour. Staff will always attempt to focus directly on positive features of a child's behaviour. Mrs Arran Brindle is the named person at Greenwich House School with overall responsibility for behaviour management and liaises with all other staff.

Supporting behavioural strategies and procedures

Where negative behaviours are recognised or observed, staff will intervene appropriately and consistently in a clear, calm and positive manner, to support children to reconcile conflict. This will be done in an approach appropriate to age and developmental stage.

We help children look after themselves by:

- Praising them: focusing on the positive things they do
- Helping them to recognise their feelings and express themselves in an acceptable way
- Encouraging them to ask for help from peers as well as adults
- Encouraging their attempts and identifying with a view to planning for their interests
- Building their independence through self-help skills
- Encouraging them to see the good in others
- Encouraging them to learn from each other

- Establishing clear routines, aiding children to understand what is expected and when
- Giving warnings, preparing children for change and supporting adjustment
- Encouraging children to understand and perform the tasks involved in the process of meeting

expected standards of behaviour eg. the process of being ready for the start of a lesson - having equipment ready, being sat down, being attentive to the teacher and responding appropriately to the teacher's greeting and introduction.

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We help children to care about others by:

- Using conflict resolution and keeping calm
- Modelling appropriate behaviour
- Working on and reinforcing the understanding of feelings
- Naming and making feelings clear including the consequences of their actions: reflecting back

to children

- Being aware of the power of language, i.e. not being confrontational or negative
- Boosting self-esteem
- Finding time to listen and help, acknowledging their responses sensitively

We help children to be polite by:

- Modelling appropriate behaviour, including saying "Good morning", "Please" and "Thank you"
- Encouraging children to wait their turn
- Talking one at a time: listening to each other without interrupting when someone is already speaking
- Giving children clear messages and setting an example

We ask children to look after equipment by:

- Encouraging children to use equipment appropriately
- Teaching them about health and safety
- Encouraging them to help mend broken toys and equipment
- Playing games, e.g. in circle time and considering, "How do we

- look after this?” • Reminding them to tell us about breakages
- Looking after the equipment ourselves and therefore modelling it

We help children to care about the environment by:

- Making it as attractive as possible • Cleaning tables
- Tidying up together
- Displaying children's work
- Picking up rubbish
- Providing labelled storage
- Looking after indoor and outdoor plants
- Explaining proper care and use of areas (painting area, home corner, sand pit etc)
- Noticing, acknowledging and praising 'careful handling' and modelling it
- Sharing responsibility

There will also be a regular assessment of the environment to ensure that it is not having a negative impact on behaviour and that all children's needs are being met.

We help children to take personal responsibility during the return after COVID-19

- Arriving and departing school hands must be washed.
 - Yr 6 - Single Toilet at the top of the stairs,
 - Yr 4/5 or 2/3 - Double Toilet
 - R/1 - staff toilet
- Hygiene - handwashing (20seconds) and sanitising equipment and surfaces
- Only mixing with children in their bubble

- Movement around school, limited to one child at any time, order of handwashing/seating plan routine.

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- expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching their mouth, nose and eyes with hands
- tell an adult if they are experiencing symptoms of coronavirus (COVID-19)
- NO SHARING of any equipment or water bottles
- Break times, staying in designated areas and NOT touching any items in other areas.
Yr 6 - hardcourt
Yr 4/5 - 2/3 - big area of grass
R/1 - rear wood and grass behind the trim trail
- NO coughing or spitting at or towards any other person
- When returning to online lessons remember e-safety rules

Examples of Behaviour and Strategies

Children display a range of behaviours when they start at a new school. Getting to know individual children, understanding possible triggers and maintaining an environment that promotes positive behaviour all help to minimise incidences of negative behaviour at Greenwich House . Staff may be expected to deal with behaviour, such as inappropriate shouting out, having a 'tantrum', snatching and walking away at tidy-up time etc. Intervention will be immediate and low key. In the School we use a Star system awarded for good work,

behaviour and improvement. Enamel badges are awarded for multiples of 100 stars. Merits (5 stars) are awarded for extra curricular successes or participation prizes are awarded at the end of each academic year. Pupil of the Week/Term and Year are also presented along with cups which are donated by past pupils and presented at the end of sports day. Privileges given on special occasions are also given. This list is not meant to be exhaustive but indicates that rewards in many forms including a regular “Well Done” are important performance indicators for the children. The School is always grateful if parents take a keen interest in these tokens of our recognition of hard work, courtesy and care. Collectively the pupils are encouraged to understand the processes involved in achieving the accepted standards of behaviour as described above. “Golden time” (ie. 15 minutes of an activity chosen by a group) will be awarded to groups who attain 50 points, with points being awarded when classes have fulfilled the requisites of a process.

Staff will deal with more challenging behaviour by:

- Labelling the behaviour not the child, e.g. saying “I don’t like it when.....” or “It’s not okay to....” • Using non-confrontational language, e.g. “When sand is thrown.....” instead of “When YOU throw sand...”
- Teaching an alternative, incompatible behaviour and praising this, e.g. making polite requests instead of snatching.

Discipline issues will be dealt with in the following manner:

- 1) On occasions when behaviour is deemed unacceptable/ disruptive the child will be given a verbal warning. Children have their own class rules which a teacher will then point out with regards why they have received the verbal warning and the behaviour they would like to see instead.
- 2) If the behaviour continues their behaviour will be noted and the pupil as discreetly as possible made aware of it. They will miss the next break (15 minutes thereof if lunch time). (At the

end of the session the note of their behaviour will be removed).

- 3) Should this behaviour reoccur throughout the day then the this process will be repeated.
- 4) Teachers will put missed play times and reasons in a behaviour book kept at the top of the stairs for the staff member on duty to take out.

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5) At the end of the week the book will be checked by the head teacher with repeated incidents by an individual being discussed between them and the head.

By working together home and school will explore possible underlying causes and share positive strategies in order to ensure a consistent approach between the setting and home. An action plan to be shared by school and home will be agreed and reviewed to monitor outcomes.

A minority of children may need additional or different support, beyond that of other children of the same age. Support for these children, in collaboration with parents/carers may involve setting up an Pupil Support Plan (PSP) with specific targets related to behaviour (please refer to Special Educational Needs and Disability Policy). Where appropriate, this stage may include referral to external agencies for additional support/assessment with parents/carers' consent.

Serious disciplinary incidents will require firm but fair action on the part of the school. Here, again the basis for firm and prompt action will be that it is the inherent right of every child to be happy, secure and able to learn whilst at Greenwich House School.

Serious anti social behaviour will prevent this and is therefore not permitted.

It is not possible to give a comprehensive list of what constitutes serious disciplinary issues but bullying, violence, vandalism, theft

and persistent rudeness or lack of respect for staff, will certainly not be tolerated.

Should a child show persistent or severe behavioural traits or resort to any of the examples of serious disciplinary issues given above which in the view of the Head Teacher (or in her absence the Director) constitute an unacceptable degree of risk either to themselves, to other children or seriously affect the integrity of the school, we reserve the right to temporarily or permanently exclude the child from Greenwich House Independent School. In the School, during a temporary period of exclusion school fees will remain payable for the pupil excluded. Where the exclusion of a pupil is permanent school fees will remain payable for the remainder of the term during which the pupil was excluded and the following term. The cooperation of the parents and carers of an excluded pupil to comply with the terms of an exclusion is required.

Signed on behalf of the setting by:

.....*Head teacher*

Date: reviewed October 2012 reviewed Sept 2016

reviewed August 2017 reviewed January 2018 reviewed November 2018 reviewed May 2020