



Greenfield E-ACT Academy Behaviour Guidance

Values are principles which guide your life. We have a set of E-ACT values which help us to behave in a certain way within our Academy.

- Doing the Right Thing
- Team Spirit
- Thinking Big

We also follow our own Greenfield set of values, which encompass our E-ACT values and British values. These values can also be followed at home- they are:

- Team Spirit
- Consideration
- Democracy
- Individual Liberty
- Perseverance
- Thinking Big
- Rule of Law
- Integrity
- Respect
- Doing the right thing

Rewarding Good Behaviour:

Greenfield E-ACT Academy is committed to promoting and rewarding good behaviour and may do so in some of the following ways:

- Stickers, certificates and praise in classrooms from all adults for children making the right choices.
- Dojo points- children are able to build up points and swap for prizes.
- Moving their name up (children aim to work from green, bronze, silver to gold). Gold certificates are awarded by our behaviour lead.
- Star of the week certificates presented in assembly each week.
- In class rewards e.g. marbles in a jar or collecting raffle tickets towards a team reward.
- Presentation certificates and rewards.
- Termly celebrations for those who have improved or maintained excellent learning behaviours.

Restorative Justice:

In order to support the children of Greenfield E-ACT Academy to meet our shared expectations of behaviour and reflect our values, we follow Restorative Justice. We believe that restorative approaches are the most effective way to support accountability (putting things right). Following this, our focus is on;

- Addressing the harm done to individuals (rather than focusing on rule breaking)
- Taking responsibility and problem-solving (rather than focusing on blame)
- Prioritising dialogue and negotiation (rather than taking an adversarial approach)
- Placing repair, apology and reparation at the heart of the process (rather than focusing solely on consequences to deter repeated incidents)
- Recognising that success is dependent on the quality of interpersonal processes (rather than impersonal processes)

The result of adopting a restorative approach is that the needs of those affected (by behavioural incidents) are addressed and accountability is secured via an expectation that the individual needs to put things right. In order to support the development of positive behaviour and community cohesion, all practice in response to the expectations listed above will be delivered in line with the principles of Restorative Approaches (RA).

Restorative Approaches in Schools (RAiS) have grown out of a set of practices under the heading of Restorative Justice (RJ). Both RJ and RAiS have a substantial evidence-base in terms of reducing harmful behaviour and reducing repeat harmful behaviour.

At Greenfield E-ACT Academy we believe that restorative approaches are the best way to foster the development of positive behaviour and to learn in a community where our values are prioritised through a commitment to:

- Learning within a safe environment that allows all children to achieve their full potential
- The facilitation of positive attitudes towards one another and towards oneself
- Perseverance and self-belief
- Respect for, and due consideration towards, all other members of the academy community – children, young people and adults alike
- Happiness in the sense of feeling valued and emotionally secure
- The development and maintenance of positive relationships between all academy community members

Applying the principles of restorative practice:

At Greenfield E-ACT Academy we recognise that becoming able to relate positively and to act respectfully towards others is a learning process. We believe that restorative approaches should be actively taught to our children within the structure of positive relationships, building everyone's capacity to appropriately respond to the needs of others. We believe in

empowering members of our community, listening to their voice with regard to decisions that affect them, wherever possible and realistic. This does not mean we allow people to do whatever they want; instead, we use person-centred approaches to find out what is important to and for members of our academy community and use this meaningful information to guide our decision making. Of central importance to our restorative approach is that each individual takes responsibility for their own actions. Restorative approaches are not an easy way out. When used as a response to a harmful incident, there will usually be a consequence that is experienced negatively by the person whose action(s) has resulted in harm or disruption. This may just be the experience of having a supportive, yet challenging, conversation. In addition, it may also be a consequence that is decided through a restorative conversation.

The guiding principles of Restorative Justice are that;

1. Those involved are supported to decide upon the consequences themselves
and
2. The response process provides an opportunity to learn, by reflecting on how to approach similar situations in the future.

Consequences will vary and are usually decided with all parties involved. RJ conferences may not always take place on the same day as an incident; this may be dealt with when all parties are emotionally ready and able. A set of RJ questions will be located in each classroom, shared spaces and on the back of the red and yellow cards. These questions will be used to facilitate the RJ.

Restorative Conversations:

1. What happened?
2. How did it make you feel?
3. Who was hurt and how?
4. How can we fix it?
5. What can we do to stop it happening again?

All staff at Greenfield E-ACT Academy have been trained in the use of restorative approaches. This training included a focus on how to have quick and relatively informal restorative conversations with children, or with staff, when behaviour is in some sense disrupting the learning environment. An approximate script, using the 5 questions listed above, provides a useful guide for this and is visible all around our Academy. Staff understand that this is a guide only and should not be used in a completely rigid manner. The function of these conversations, is in an emotionally supportive manner, to raise children's awareness of the impact of their behaviour upon others.

Greenfield E-ACT Academy have categorised behaviours that may be exhibited into the following 3 different Levels. (Level 1 being the lowest, working through to the most severe behaviours that are categorised as Level 3).

Low Priority behaviours Level 1 behaviour	Medium Priority behaviours Level 2 behaviours	High Priority behaviours Level 3 behaviours
No Book Bag/homework Dropping litter Wasting resources Wearing inappropriate clothing Wandering around the classroom Lolling over desks Not completing expected amount of work Swearing in general conversation Not tidying up after yourself Talking in assembly Repeatedly not reading at home Telling lies Rough play Teasing or deliberately winding another child up Repeatedly not sitting on chairs properly Talking in the line Running in the corridors/around school building Lying Antisocial, crude behaviour (passing wind and belching) Abrupt one word responses ('Yeah!' 'No!') shrugging to adult enquiries Talking while the teacher is talking / talking over others Sulking Refusing to work in a specific group or with another child Name calling Irritating noises	<u>Persistent</u> repetition of low level behaviours Poking, pushing, pinching or prodding Unsociable behaviour at break and lunchtime <u>Persistent</u> chatting during lessons Play fighting at playtime Writing graffiti or defacing walls, desks, books or work <u>Refusing</u> to do work Throwing or flicking objects in the classroom or out of the window <u>Refusing</u> to follow instructions Teasing or deliberately winding another child up with malice Deliberately pushing another person out of the way Making fun of another child's work or efforts Answering back/ arguing with an adult Spitting Unsafe behaviour in the corridors Lying to get someone in trouble	<u>Persistent</u> repetition of medium level behaviours Absolute and prolonged defiance Wilfully damaging property or damaging property as a result of a more serious misdemeanour Throwing dangerous objects with the intention to hurt <u>Persistent</u> swearing at/ arguing with a member of staff <u>Refusal</u> to cooperate with requests/follow safety instructions Removing themselves from close supervision i.e. running away from a member of staff/ absconding around/from school site Racist/homophobic/disablist comments Extremely aggressive behaviour towards others Biting Bullying Hitting a member of staff

Calling out or shouting out Unhelpful, uncooperative behaviour		
--	--	--

The following tables outline the undesired behaviours and the resulting consequences. Through the RJ conference, children should be made to understand what they did, why it was wrong and what the consequences are for themselves and others.

	Potential actions to/ for the child
Level 1 behaviour – dealt with there and then. Not formally recorded. (Unless it becomes a persistent behaviour).	<ol style="list-style-type: none"> 1) Positive reinforcement of desired behaviour 2) Visual signal from staff that the behaviour is unacceptable. 3) Reminded of Academy expectations 4) Warned that if behaviour continues they may have to move their name down. This could also result in ‘Time Out’ in designated area in classroom (moving to another table/ chair, probably away from peers) if deemed necessary by class teacher 5) Informal restorative conference is undertaken when appropriate in terms of timing
Level 2 behaviour- recorded on CPOMS. Restorative Justice chat completed.	Restorative conversation. Consequences appropriate to offence i.e Refusing to complete work = completing work during own play time etc.
Level 3 behaviour- recorded on CPOMS. Formal Restorative Justice chat completed. Child (with adult support) completes written document (if appropriate)	<ol style="list-style-type: none"> 1) Child sent to safe space 2) Child regulates feelings 3) Child completes ‘Think Sheet’ (Adult may support with this if appropriate/needed). 4) A formal conference is held by a member of the phase team (recorded on CPOMS) 5) Should a child refuse to cooperate: - Member of staff to encourage child to leave the room to discuss issues in an alternative safe space location. - If not success call behaviour lead/SLT/any additional adults available to encourage child to move to a safe space to de-escalate behaviours. If these types of behaviour are repeated and persist on the same day then parents may be involved/invited into school.

Level 1 behaviour- Additional actions/ consequences that may be taken are:

- Planned ignoring of behaviour
- Child may be required to write an account of what happened
- Child may be reprimanded

- Child may need to apologise, either verbally or in writing
- Child may be required to do jobs in their own time
- Position in class changed to prevent recurrence and / or remove temptation
- Be separated from others for a specific period
- Loss of part or all break time
- Catch up with the work missed in lesson time, during their leisure / play time
- Loss of privilege
- Tidying up mess made
- Restorative activity
- Pupils may have their behaviour monitored over a period of time and then reviewed.

Although persistent or serious misbehaviour needs recording, at Greenfield E-ACT Academy, we believe that every child must feel that their choices and behaviour can be turned around at the point in which they choose. Where possible we encourage children that each part of the day is a fresh start, in particular, we encourage that each day is a fresh start.