



POLICY FOR INCLUSION AND BEHAVIOUR

Greenpark Academy



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Contents

1. Rationale	2
2. Aims and expectations	2
3. Legislation, statutory requirements and statutory guidance	3
4. How we develop an inclusive learning environment.....	3
5. How we support children to make positive choices.....	4
6. Safeguarding.....	5
7. Roles and Responsibilities.....	5
8. Responding to behaviour.....	7
9. Bullying.....	8
10. Recognising the impact of SEND on behaviour.....	9
11. High risk management plan	9
12. Training.....	10
13. Monitoring and review.....	10
Appendix 1: Restorative Approaches Rationale	11
Appendix 2: THRIVE rationale	12
Appendix 3: Behaviour outside the Academy.....	13

1. Rationale

Our Inclusion Policy is based on the following approaches:

1. Restorative Approaches (see Appendix 1),
2. Our PSHE curriculum
3. THRIVE (see Appendix 2)
4. Behaviour for Learning Strategy.

The values and principles behind our inclusion strategy are:

- All pupils benefit from learning and developing in an environment that fosters and promotes being a positive member of the Greenpark Academy community.
- All pupils have the opportunity to reflect on choices, experiences and their emotions.
- All staff consistently apply restorative techniques within daily teaching in order to promote positive behaviour and effective behaviour management skills.
- Pupils who are regularly following rules are noticed and rewarded.
- Disruptive behaviour does not affect the learning of others.
- All pupils feel safe, have a voice and are part of the academy community.

2. Aims and expectations

1. We strive to provide a caring ethos where everyone in the academy community feels safe and valued.

2. We promote an inclusive ethos in which everyone can live and work together in a supportive way.
3. We promote respect, tolerance and positive choices.
4. We have high expectations, demonstrate positive role models and acknowledge and praise pupils making good choices in order to develop a community of mutual respect and consideration.

3. Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

4. How we develop an inclusive learning environment

To create a happy, safe, fair and inclusive environment where all children have the opportunity to learn and make progress, we must ensure that the social, emotional and mental health needs of children are adequately met, making reasonable adjustments where necessary.

We use a range of approaches to create a culture that promotes positive behaviour:

1. [PSHE curriculum](#)
 - The sequence of learning aims to develop skills and attributes such as resilience, self-esteem, risk-management, team working and critical thinking in the context of the seven strands of PSHE threading through The Thrive Approach.
 - Children develop their own set of Class Rules - a set of standards the children agree are necessary for them to be happy, feel safe and to learn in class.
 - The PSHE curriculum uses a combination of a clear and progressive steps, entwined within our ethos and whole school approach of Thrive, RSE and Norfolk Steps, to enable the neurological brain development needed for children to grow healthy social competence, self-control and self-esteem.
 - Children participate in a daily compliments circles.

2. Restorative Approaches (Appendix 1) – this is used to build a sense of community and to teach children how to repair harm.
3. THRIVE (Appendix 2) – for those children who have difficulties in regulating their behaviours, we use one and/or small group Thrive sessions to support

5. How we support children to make positive choices

As part of the PSHE curriculum, a set of class expectations/rules are drawn up at the start of each academic year. The children are involved in creating their class agreements and these class rules are displayed in every classroom. Teachers develop a positive relationship with pupils by:

- Greeting pupils each day through morning circles
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting positive behaviour
- Concluding the day with a compliments circle
- Starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

Teachers celebrate positive behaviour and learning choices through the use of class dojo (www.classdojo.com). This online platform is shared with parents and is used as an opportunity to encourage pupils by awarding points for any skill or value – for example working hard, being kind, helping others or making good choices.

If a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of poor behaviour choices.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that poor behaviour choices will always be addressed. De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future. If negative behaviour occurs, there are clearly defined steps to address this. These steps are adapted when required for individual children and include:

1. Verbal reminders
2. Support to reflect by talking through a situation with a child
3. Short period of reflection time in own classroom, with an adult or in another classroom
4. Support from the pastoral team
5. Support of a member of the senior leadership team

These actions are recorded by the class teacher or TA on CPOMs. The class teacher or TA is responsible for discussing negative behaviour with parents at the end of the day, either in person or by telephone. This is also recorded on CPOMs. The Headteacher, along with the pastoral team lead, are alerted to all incidents on CPOMs. This overview enables staff to identify triggers and patterns in order to plan support and early intervention where necessary.

6. Safeguarding

The academy recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's poor behaviour choices may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to our [child protection and safeguarding policy](#) for more information.

7. Roles and Responsibilities

The Local Governing Board

The Local Governing Board is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

- Reviewing and approving the behaviour principles
- Reviewing this behaviour policy in conjunction with the Headteacher
- Monitoring the policy's effectiveness
- Holding the Headteacher to account for its implementation

The Headteacher

The Headteacher is responsible for:

- Reviewing and approving this inclusion and behaviour policy
- Ensuring that the academy environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behavior choices
- Monitoring how staff implement this policy to ensure rewards and consequences are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the academy's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from behaviour logs is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the academy's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the academy culture and how they can uphold academy rules and expectations
- Recording behaviour incidents promptly on CPOMS
- Challenging pupils to meet the academy's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents and Carers

Evidence shows that being inclusive and supporting children to access learning successfully in the mainstream classroom is only effective when parents and the academy work together in partnership. Communication is a two-way process, we are committed to ensuring that there is regular communication between the academy and home.

Parents and carers, where possible, should:

- Get to know the academy's inclusion and behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the academy's inclusion and behaviour policy
- Inform the academy of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following poor behaviour choices (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the academy directly, while continuing to work in partnership with staff
- Take part in the life of the school and its culture
- The academy will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the academy's policy, and working in collaboration with them to tackle behavioural issues.
- Successes will be celebrated and shared with parents regularly. This is done via Class Dojo, face to face and during weekly celebration assemblies.

If a child is experiencing challenging times, parents will be made aware of support and strategies available and discussion will take place around their role in supporting the academy and their child. We look at offered a solution focused plan which may include, discussions with our pastoral team and our Parent Support Adviser, Family Thrive sessions and a home Thrive action plan, as well as external referrals to our school Educational Mental Health Practitioner, Just One Norfolk or other agencies as appropriate.

Pupils

Pupils will be made aware of the following:

- The expected standard of behaviour they should be displaying at the academy
- That they have a duty to follow the inclusion and behaviour policy
- The academy's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and what happens if they make poor behaviour choices
- The pastoral support that is available to them to help them make good behaviour choices
- Pupils will be supported to make good behaviour choices and will be provided with additional support where needed.
- Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the inclusion and behaviour policy.
- Extra support and induction will be provided for pupils who are mid-phase arrivals.

8. Responding to behaviour

Personalised timetable

A child may be unable to access learning in their classroom for a variety of reasons. This usually presents itself as negative behaviour, which disrupts the learning of peers, prevents teaching and/or harms others. When we have followed all strategies in our policy, and been unable to modify these negative behaviours, in order to avoid repeated suspensions and/or permanent exclusion where possible, and to better meet the needs of the child concerned, we will aim to put in place a personalised timetable.

In consultation with parents, and other agencies where appropriate, a reintegration plan will be drawn up to detail a tailored provision to meet the child's needs. This may involve small group focused support outside of the classroom environment to develop self-esteem, self-regulation and ensure curriculum coverage. This will typically involve adjusted start and/or finish times.

The academy will determine how much teaching time will be. This will be closely monitored, with the aim of reintegrating the child back into the mainstream classroom as soon as possible or seeking alternative support or provision that is suited to the child's needs. The reintegration plan will be shared with the Local Authority. A solution focused action plan will be put in place to include a Thrive action plan.

Fixed term and permanent exclusions

Our aim is to avoid the use of exclusions however, if we are unable to modify the behaviour presented and a child is significantly impacting on the learning and safety of other children, using the strategies above, suspension will be used as a first stage, followed by a permanent exclusion if there is no change in behaviour.

Persistent and unmodified behaviour that will result in fixed term/permanent exclusions are as follows:

- Physical violence towards other children
- Physical violence towards staff (includes kicking, punching, spitting).
- Abusive swearing towards adults and children (including racial intolerance)

- Refusal to follow safety instructions so that the individual, other children and/or staff are put at risk.
- Damage to school property (broken windows, classrooms)
- Bullying, intimidation and threatening behaviour towards other children (including discrimination and harassment).
- Preventing the learning of other children in the classroom.

A suspension may also be applied for a one-off/first significant behaviour incident resulting in injury to another child or to an adult.

9. Bullying

Bullying is defined as the repetitive, intentional harming of 1 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
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, 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, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Details of our academy's approach to preventing and addressing bullying are set out in our bullying and harassment policy and within our PSHE & RSE Curriculum.

10. Recognising the impact of SEND on behaviour

The academy recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of poor behaviour choices arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of poor behaviour choices will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of poor behaviour choices will be made on a case-by-case basis.

When dealing with poor behaviour choices from pupils with SEND, especially where their SEND affects their behaviour, the academy will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))

If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the academy will co-operate with the local authority and other bodies. As part of meeting these duties, the academy will anticipate, as far as possible, all likely triggers of poor behaviour choices, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

11. High risk management plan

There are occasions when children and/or their parents struggle with their emotions and quickly accelerate their behaviour. This plan will be applied for behaviour as follows:

- Disruptive behaviour where there is one or more child (inside the classroom, in the shared areas and outside).
- Children climbing on/damaging furniture and property.
- Adults (parents/family members) behaving in an aggressive, threatening or violent manner.

The following strategy will be used:

Step	Action to take
1	A member of the pastoral team or SLT will take the lead. In the absence of this team, a teacher will take the lead. Other available staff will support. Vital Relationship Functions (VRFs) will be used to attune, validate and contain.
2	Supporting staff will be directed to do the following (as required): <ul style="list-style-type: none">• Deflect onlookers – take them to their classroom/outside/another area.• Provide a presence (stairwells, doors and open areas) to minimise impact to other children and learning.• Monitor safety by observing from a distance.• Use a calm voice to discourage the child/adult from causing damage to themselves, others or property.

	<ul style="list-style-type: none"> • In the event of more than one child/adult getting together – if possible, the group will be divided into small groups to de-escalate. • Containment strategies – access to zones will be managed to minimise the impact on other children and learning (hall, corridor areas, and doors near the toilets). • Use of the de-escalation script - use the child's name; I can see something's wrong/happened; I'm here to help; Talk and I'll listen; Come with me and.....(note, this is less successful where there is a group of children – in this situation it is better not to speak as this inflames the situation) • If the situation does not calm down, parents/police will be contacted and a suspension given
3	<p>If a child is behaving in a dangerous way in the classroom (throwing tables and chairs) the following strategies will be used:</p> <ul style="list-style-type: none"> • De-escalation script (calm, quiet voice essential) • If the child refuses to leave the room, the other children will be moved by the adult in the classroom to another room. • An adult will remain with the child and either encouraged to help re-sort the classroom or will monitor safety from a distance. If the child leaves the room they will be monitored from a distance and the strategies in 1-3 above will be used.
4	<p>Meetings with potentially volatile parents must take place in the meeting room (near the main entrance) with more than one member of staff present.</p>

12. Training

Staff are provided with regular training on managing behaviour in line with the Norfolk Steps Approach.

13. Monitoring and review

- This policy is monitored on a day-to-day basis by the Headteacher.
- The effectiveness of this policy is reported to the Governors on an annual basis.

Appendix 1: Restorative Approaches Rationale

At Greenpark, we believe that every human being has intrinsic value, deserves to be treated with respect, is capable of changing and growing, and is inherently motivated to learn. We also believe that learning occurs best within a learning community where children are actively engaged in their own learning and interacting with their fellow class mates, and that learning should not only build capacity for the future, but should address current problems and challenges facing individuals and society.

Our aim is for children to leave Greenpark Academy being thoughtful learners who are ready for their next stage of learning and who are committed to developing their own skills through habits of exploration and reflection. We strive for children to be effective communicators and have a well-developed capacity to engage in life-long inquiry and learning. We aim for children to have an understanding of healthy interpersonal and organisational relationships and are able to work well with others in responding to new and unexpected challenges that arise in their school and home life.

We have adopted the use of Restorative Practices. Through this approach, we endeavour to:

- Improve the emotional and social skills of staff and young people
- Develop a sense of community and belonging
- Resolve problems amongst groups of young people and/or staff
- Address bullying, racism and gang conflicts with confidence
- Reduce exclusions
- Run effective re-integration meetings

This approach is based on two equal elements: -

Building a sense of community	Repairing harm
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In order to build a sense of community we do the following things: -

- We hold whole class circles each morning in every class. The purpose of the circle is to greet and establish how children are feeling.
- The greeting element gives children a sense of community, they are welcomed into their classroom and they build up a vocabulary for greeting others.
- Children share how they are feeling; this enables teachers to gauge the well-being of the learners in the class and support children as required. Concerns that arise re safeguarding are logged and referred to the Inclusion Team. Support partners are chosen for children who need additional support.
- Learning circles are integrated into the curriculum and take place as part of our teaching and learning.
- End of the day circles take place in each class. These are used to conclude the day and reflect on what has happened.

In order to repair harm, we do the following things: -

- We use problem solving circles to deal with issues and conflict. These are supported by an adult, a peer mediator or carried out by children themselves. Regular training is given to

all parties to support this process. The following statements are used in restorative circles:
- What happened? How do you feel? How can we sort it out? (EYFS-Y6)

- A resolution is expected to take place as a result of a circle. Children often need support in achieving their desired outcome and this happens through adults in school sharing outcomes and resolutions that the children have decided. Any on-going conflict is automatically shared with the pastoral team.

Restorative Practices is about encouraging children to be accountable for their actions and to take responsibility for repairing the harm caused.

Appendix 2: THRIVE rationale

The Thrive Approach draws on the latest research - from current neuroscience, recent attachment research, current studies of effective learning and current models of child development – in order to help adults understand children’s behaviour as communication. It is an integrated approach; its strength is that it pulls together work from different disciplines to provide one model that is systematic, dynamic and relevant and helps adults respond to a child's emotional situation in a way that supports their emotional and social development. If children have been emotionally thrown off track, either temporarily or over longer periods, Thrive helps us understand the needs being signalled by their behaviour and gives us targeted strategies and activities to help them re-engage.

Cause and effect

Feelings are closely linked to behaviour and emotions are key to the learning process. We teach children to recognise and notice their sensations and then link these to their emotions and their thoughts. We build their cognitive, relational and physiological regulation systems so that they can see cause and effect and begin to make real choices, with some understanding of their consequences. This is the beginning of being responsible for one's actions. It has enormous impact on behaviour, on relationships, on being available to learn and on being productive and engaged in human society.

The relationship between a child and a significant adult is developed using The Thrive Approach. It:

- helps a child get ready to learn
- enhances their learning and improves attainment
- builds positive relationships between a child and his/her peers

Thrive uses a simple model to illustrate how we all develop as human beings. It has six Developmental stages or strands:

- Being
- Doing
- Thinking
- Power & Identity
- Skills and Structure
- Separation and Sexuality

Outcomes

Through THRIVE, we aim to reduce exclusions, reduce classroom disruption, and further improve attendance and better educational attainment. Through the programme our aim is to help children to:

- feel good about themselves
- know that they matter
- become more resilient and resourceful
- have a positive place in society
- form trusting, rewarding relationships
- be creative and productive
- be compassionate and empathetic
- be thoughtful and self-aware
- be able to overcome difficulties and setback

Appendix 3: Behaviour outside the Academy

Poor behaviour choices off-site

This policy will be followed where a pupil has made poor behaviour choices off-site when representing the academy, for example:

- Taking part in any academy-organised or related activity (e.g. academy trips)
- Travelling to or from the academy
- Wearing the academy uniform

A consequence will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a trip).

Poor online behaviour choices

This policy will be followed where a pupil has made poor behaviour choices online where:

- It poses a threat or causes harm to another pupil

A consequence will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the academy will make an initial assessment of whether to report the incident to the police. When establishing the facts, the academy will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher will make the report. The academy will not interfere with any police action taken. The designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Zero-tolerance approach to sexual harassment and sexual violence

The academy will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The academy's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The academy has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our [child protection and safeguarding policy](#) for more information.

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