



Pine Green Behaviour Policy

Procedure Originator:	Stuart Williams
Approved By:	Daniel Hartley
Queries to:	The office (Pine Green and Evergreen)
Review Interval:	1 year

Statement of Principles

- The positive behaviour policy of Pine Green & Evergreen exists as a behaviour modification system to encourage students to adopt positive behaviours. We seek to encourage behaviours that will allow students to take steps towards becoming happy and successful adults.
- Rewards will be achieved and provided to students when positive behaviour occur.
 - This principle is known as 'positive reinforcement'. Where rewards are provided when behaviours occur, behaviours are more likely to be repeated.
 - Where rewards are offered, we understand that 'vicarious reinforcement' will occur. If students observe other people being rewarded for a behaviour, students will seek to engage in that behaviour themselves.
 - Rewarding students for behaviours, rather than punishing students for poor behaviour, will become the most frequent sanction that students experience.
- Where undesirable behaviour occurs, students will typically be given the opportunity to 'make it right'; entering into 'restorative conversations' that model how adults successfully resolve disagreements and difficulties.
- Exclusions typically only be sought for 'significantly abusive' or 'intentionally dangerous' behaviours. Exclusions will also be contemplated when a student refuses to engage in multiple opportunities to 'make it right'

Positive Behaviours

- Positive behaviours should be rewarded when demonstrated. Desirable behaviours, when rewarded are much more likely to be repeated.
- Behaviours will be rewarded through the awarding of points.
- Points can be exchanged for a variety of physical goods and experiences. Students can either 'bank' points and save for a greater reward or spend points as they are gained.
- Points are awarded in relation to categories that are considered desirable, encouraging the development of social and prosocial behaviours or behaviours that lead to improved educational performance, known as 'behaviours for learning'.
- Points will be awarded according to a mnemonic relevant to each setting.
 - o SMART+ in Primary
 - o SMART+ in PRU
 - o STEP+ in Secondary
- Each mnemonic will be operationalised so that students are fully aware of behaviours that are expected and are desirable. These behaviours will form part of assemblies and our tutor programme, as well as any induction for students joining mid-year.
- Behaviours will be launched to students in waves to lead and control the development of behaviours for learning.
- A maximum of 25 points can be obtained each lesson which are recorded on the school's MIS.
- Any member of staff will be able to award points to students.
- Students will be able to spend points via the aforementioned MIS.
- Each half-term a "+" behaviour will be nominated relevant to the needs of students in each setting. This behaviour will be decided upon by the Senior Leadership Team in conjunction with the behaviour and teaching teams.
- Desirable behaviours are listed in appendices and are relevant to setting.

Rewards

- Rewards have been identified and developed in collaboration with staff and students.
- The reward policy has been designed so that it is individualised and relevant to each individual student.
- Rewards can be both tangible (physical) and intangible (experiences).
- Tangible rewards will include: recognition badges and stickers, edibles, stationary, computer games, shopping vouchers.
- Intangible rewards will include: access to skill-based experiences (mechanics, plumbing, brick laying), time with staff based on staff interests (fixing bikes, art, sporting skill sessions), access to additional extra-curricular activities (fishing, cycling, football). Tickets to sporting events, tickets to additional trips.
- Time with staff and intangible rewards have been explicitly chosen due to the nature of difficulties that our students face. By offering such rewards, students are provided with the opportunity of developing purposeful and secure attachments.
- The majority of intangible rewards will be accessed during 'Friday' afternoon when staff have been given time specifically to reward students.
- In addition to awarding points, each classroom will celebrate student successes have a recognition board to celebrating aspects of school life.
- Display boards will also be mounted in reception to display individual pieces of work that students and/or staff are proud of.
- Points will equate to rewards and are listed in Appendix 2.

Undesirable behaviours

- A select number of behaviours will be considered 'non-negotiable' and will likely result in either a fixed term exclusion or in the most serious of cases or for repeated incidents permanent exclusion. These include (but are not limited to):
 - Physical assault of staff
 - Sexual violence/harassment
 - Spitting at staff
 - Targeted physical aggression towards peers
 - Possession of any prohibited items
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

- An additional number of behaviours will be considered 'sanctionable'. These include (but are not limited to):
 - Verbal aggression towards staff, students or members of the public.
 - Intimidation towards staff, students or members of the public.
 - Vandalism and damage to the school site.
 - Bullying
 - 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
 - See Appendix 3

- Two additional categories of behaviour will also be 'sanctionable' these include;
 - Low Level Disruption
 - Disruption that occurs in the classroom
 - Disruption occurs external to the classroom (*e.g. banging on doors, shouting, screaming*)
 - Defiance
 - Deliberate and repeated refusal to follow staff instructions, often characterised by saying 'no' or refusing to acknowledge the directions of staff. Three types of defiance are explicitly recognised:
 - Classroom defiance (*e.g. refusal to the following the learning instructions of a teacher or teaching assistant*)
 - Social defiance (*refusal to follow the directions of staff in communal areas*)
 - Defiance that leads to the harm of other students or the student themselves

Consequences of undesirable behaviours

- Where undesirable behaviour occurs, students will typically be given the opportunity to 'make it right'; entering into 'restorative conversations' that model how adults successfully resolve disagreements and difficulties.
- We seek to establish behaviours in school that leave students better equipped to resolve difficulties between peers and later in adult life.
- We aim to modelling effective resolution strategies and allow students to become self-sufficient in dealing with conflict.
- Where undesirable behaviours occur. The following principles will be adopted:
 - The academy adopts a principle where at the end of each lesson, 10 minutes will be provided for 'selective learning'; students can continue their learning journey or engage in other learning activities.
 - *In the first instance, students should be given a range of activities to choose from that continue their learning.*
 - *These activities should be designed so that students can complete them largely in an independent manner.*
 - *It is appropriate that these activities are 'differentiated' activities which form part of the 'construct' phase of learning.*
 - *Rarely and occasionally, students can be provided with rewards for good effort and/or attainment. However, this must be the exception, rather than normative practice.*
 - If undesirable behaviours occur during a lesson, students will initially lose access to their 'selective learning' time. Teacher and Support Staff should collaboratively address difficulties with students during 'selective learning' time.
 - Conversations regarding STEP+ points must feature as part of 'selective learning' and in all but exceptional cases, points should be awarded at the end of the lesson.
 - During this activity, students will engage in 'restorative conversations & actions' where with staff support, students are encouraged to reflect on their behaviour and take steps to re- build relationships with peers and staff. We recognise that these steps may occur later in the day depending on a student's ability to regulate their emotions.

- If students refuse to engage in this step, stake-holder communication will occur, informing parents, carers or other adults involved in the care of the individual. Where no perceptible improvement occurs, lesson and subject staff will be requested to invite parents into school. All meetings must take place between 14:30 – 16:00.
 - Where parents are unable to attend and agreement is given, staff will be permitted to engage in restorative conversations with students after school. Parents must agree to the after-school conversation and alternative arrangements for collection/return home must be made.
 - As part of this meeting, there may be the agreement that incomplete work may be sent home to parents.
- Following the meeting, teachers/tutors are able to place students on a 'monitoring' report. If improvements are not evident from the report, parents will be invited in for a second after school meeting to meet with LP where potential loss of privileges will be explicitly communicated if students do not earn sufficient STEP+ points.
- During meetings, the request to complete outstanding work can be made. Where no improvements exist, students will be placed on SLT report before suspension for 'persistent disruption' will occur.
- If the student continues to refuse to engage in restorative action, parents will be invited into school to facilitate the restorative action.
- If this fails, the school may consider a 'fixed-term' exclusion to allow the student to reflect on their behaviour.
- Where behaviour is persistent and reoccurs despite restorative action occurring, The 'Behaviour, Intervention & Inclusion Lead' will take steps to 'monitor' behaviours where students either demonstrate multiple undesirable behaviours across a day or engage in the same behaviour repeatedly (e.g. swearing at the same member of staff). In these instances. In these situations, the following steps will be taken;

- Students will be placed on a teacher (lesson monitoring) or pastoral (full day monitoring) report.
- Where the reports do not lead to the undesirable behaviour stopping, the 'Behaviour, Intervention & Inclusion Coordinator' will convene a meeting with parents, carers or other adults involved in the care of the student.
- Where continued monitoring and parental meetings do not lead to improvements with behaviour, meetings with the Head of School (and/or Executive Headteacher) will place the student on report and agree interim behavioural targets.
- Fixed-term exclusions will occur if these steps do not result in the undesirable behaviour stopping

In addition to lesson-based approaches:

Students will need to achieve a threshold of STEP+ points each week to access a number of privileges each week.

- *Nominally, students will need to achieve 325/750 point each week to earn access to a full range of entitlements.*

Stage 1:

- Where students do not gain enough points in lessons across the week, students will not be entitled to take part in activities offered as part of Rewards and Recreation on Friday Period 6.
 - *Consideration will be given to introducing a range of ‘Enrichment’ activities for Friday Period 6 that students can choose from.*
 - *These will typically include;*
 - *SAAAB Football*
 - *SAAAB Gym*
 - *Computer Games*
 - *Hot Chocolate Friday*
 - *Cooking & Cakes*
- Where access to Rewards and Recreation is not gained, a number of colleagues will engage in restorative conversations with pupils during this time.
 - *Tutors and Support Staff will engage with students in the first instance during Friday P6.*
 - *Where conversations do not elicit immediate change, more formal conversations with LP and then SW will occur during these sessions.*

Stage 2:

- Each week, a range of ‘school privileges’ will be published as part of the daily briefing, if there is no perceptible improvement in behaviour, as identified by STEP+ points and persistent disruptive and/or negative behaviour occurs, students will lose a number of additional privileges. These may include:

Tier 1	Tier 2	Tier 3	Tier 4
- Access to Rewards & Recreation activities	- Choosing when to queue for school dinner. - Choice of where to sit in lesson.	- Access to external curriculum experiences - Access to Sports Hall for Football at	- Access to Rewards Trips

	<ul style="list-style-type: none"> - Choice of activities during breakfast - Choice to who to work with in lessons. 	<ul style="list-style-type: none"> break or lunch time - Access to guest speakers/activities <ul style="list-style-type: none"> o Drums o Graffiti workshop 	<ul style="list-style-type: none"> - Access to End of Term Trips
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With the aim of protecting staff relationships with students, each week SW and LP will meet to identify the privileges that students have not earned. We will aim to coordinate this response to ensure fairness and consistency.

Stage 3:

- Where no perceptible improvement occurs, pastoral staff will be requested to invite parents into school. All meetings must take place between 14:30 – 16:00.
 - o Where parents are unable to attend and agreement is given, staff will be permitted to engage in restorative conversations with students after school. Parents must agree to the after-school conversation and alternative arrangements for collection/return home must be made.

Stage 4:

- Where improvements are not made, students will be placed on a series of reports, which are designed to provide entitlement to 'privileges' above. Reports will be sequential and will act as follows:
 - o Tutor Report
 - o Behaviour Report
 - o SLT Report
- Where no improvements are seen, consideration will be given to suspending the student on grounds of 'persistent disruption'

Exclusions

- This policy aims to reduce the amount of exclusions that students receive and allow students to learn successful school behaviours.
- However, we recognise that when exclusions occur, the following steps will apply:
 - The first fixed-term exclusion a student receives will result in the student meeting with the Head of School/Head of Primary to complete a re-integration meeting.
 - Where the second exclusion fixed-term exclusion occurs, the student will meet with the Head of School and parents/carers to complete a reintegration meeting. The student will be placed on a 'pastoral' monitoring card, reporting to the 'Behaviour, Interventions and Inclusion' coordinator.
 - For the third excludable offence, students will be placed on a monitoring card, reporting directly to the 'Head of School'
 - If the undesirable behaviour continues, students and parents will meet with the 'Executive Headteacher' where a number of steps will be considered including accessing alternative provision, emergency EHCP reviews or permanent exclusion.

Home Learning / Use of ICT

- The school also seeks to apply positive reinforcement and sanctions to students use of ICT.

The school will sanction pupils, in line with the behaviour policy if a pupil engages in any of the following at any time (even if they are not on school premises):

- Using ICT or the internet to breach intellectual property rights or copyright
 - Using ICT or the internet to bully or harass someone else, or to promote unlawful discrimination
 - Breaching the school's policies or procedures
 - Any illegal conduct, or making statements which are deemed to be advocating illegal activity
 - Accessing, creating, storing, linking to or sending material that is pornographic, offensive, obscene or otherwise inappropriate
 - Consensual or non-consensual sharing of nude and semi-nude images and/or videos and/or livestreams (also known as sexting or youth produced sexual imagery)
 - Activity which defames or disparages the school, or risks bringing the school into disrepute
 - Sharing confidential information about the school, other pupils, or other members of the school community
 - Gaining or attempting to gain access to restricted areas of the network, or to any password-protected information, without approval from authorised personnel
 - Allowing, encouraging, or enabling others to gain (or attempt to gain) unauthorised access to the school's ICT facilities
 - Causing intentional damage to the school's ICT facilities or materials
 - Causing a data breach by accessing, modifying, or sharing data (including personal data) to which a user and/or those they share it with are not supposed to have access, or without authorisation
 - Using inappropriate or offensive language
- Where students are learning from home and restorative action cannot take place, stake-holder communication will occur in the first instance, informing parents, carers or other adults involved in the care of the individual. Where no perceptible improvement

occurs, lesson and subject staff will be requested to invite parents into school. All meetings must take place between 14:30 – 16:00.

- Where parents are unable to attend and agreement is given, staff will be permitted to engage in restorative conversations with students after school. Parents must agree to the after-school conversation and alternative arrangements for collection/return home must be made.
- If behaviour is repeated thereafter, the school may consider a 'fixed-term' suspension to allow the student to reflect on their behaviour, alongside removal of ICT equipment.

Appendix 1;

Exemplar setting-specific desirable behaviours

Secondary

Safe	<ul style="list-style-type: none">- Staying in lesson- Following instructions- Talking to staff about learning- Respecting personal space- Dealing with emotions in a safe manner
On-task	<ul style="list-style-type: none">- Sitting down and remaining in chair- Following learning instructions- Engaging in lesson activities- Attempting Work- Requesting help when needed.
Equipped	<ul style="list-style-type: none">- Bringing equipment to lessons- Having equipment out on the table- Equipment being returned to the teacher- Respectful use of equipment provided to students- Handing phone in at the beginning of the day
Polite	<ul style="list-style-type: none">- Apologising when getting it wrong- Enter into restorative conversations- Speaking calmly without swearing- Using respectful language to staff and each other- Saying please and/or thank you
+ PLUS	<ul style="list-style-type: none">- A range of behaviours will be selected each half term, including...<ul style="list-style-type: none">o Punctuality to lessonso Behaviours for learningo Behaving on public transporto Safe corridor behaviourso Looking after vulnerable/weaker students

Appendix 2;

Students can receive a maximum of 25 points in a lesson, across the STEP+ categories. This allows students to receive 150 points in a day and 750 points per week.

	Tangible Rewards	Experiential
200 points	Stationary items; - Pencil, Ruler, Eraser Edible items; - Snack size chocolates	
400 points	Stationary items; - Pen Edible items; - Chocolate Bar	
500 points	Stationary items; - Stationary Set Edible items; - Choc-Ice	
700 points	Stationary items; - Stationary Set Edible items; - Ice-cream from shop	Well-being Activity - Time in Gym - Time in Rec Room
750 points	Stationary items; - Felt-tip pen set	Well-being Activity - Use of laptops/Ipads - Site Maintenance Friday afternoon Activities - PT session - Music & DJ
1000 points	Goods; - £2.50 shopping voucher Goods; - Lucky Dip	Well-being Activity - Consoles & Computer games - Board games Friday afternoon Activities - Bike Maintenance - Class Movie - Coding

1500 points	<p>Toys/Boardgames;</p> <ul style="list-style-type: none"> - To the value of £3 Goods; - Lucky Dip 	<p>Well-being Activity</p> <ul style="list-style-type: none"> - Animal Care - Forest School <p>Friday FULL afternoon Activities</p> <ul style="list-style-type: none"> - Consoles & Computer games - Movie in Sports Hall - Wood Work project
3000 points	<p>Toys/Boardgames;</p> <ul style="list-style-type: none"> - To the value of £5 - Top Trumps - Small Lego kit <p>Vouchers;</p> <ul style="list-style-type: none"> - £5 xbox/Playstation voucher - £5 shopping/amazon - £5 JD voucher - Football (unnamed) 	<p>Well-being Activity</p> <ul style="list-style-type: none"> - Badminton - Tennis <p>Friday afternoon Activities</p> <ul style="list-style-type: none"> - Cycling Trip - Trip to Cinema - Soft Play - Bricklaying
6000 points	<p>Toys;</p> <ul style="list-style-type: none"> - Board game to the value of £10 <p>Vouchers;</p> <ul style="list-style-type: none"> - £10 xbox/Playstation voucher - £10 shopping/amazon - £10 JD voucher - Football (designer) 	<p>Well-being Activity</p> <ul style="list-style-type: none"> - 5 a side with mates <p>Friday afternoon Activities</p> <ul style="list-style-type: none"> - Fishing - Skate Park - Inflatation - Rock Climbing
12000 points	<p>Toys;</p> <ul style="list-style-type: none"> - Board game to the value of £20 <p>Vouchers;</p> <ul style="list-style-type: none"> - £20 xbox/Playstation voucher - £20 shopping/amazon - £20 JD voucher 	<p>Friday afternoon Activities</p> <ul style="list-style-type: none"> - Sporting Tickets (TBC) - Lazer Quest Ticket - Go Karting Ticket - Theme Park Trip Ticket

20,000	Toys; <ul style="list-style-type: none"> - Computer game to the value of £50 	Friday afternoon Activities <ul style="list-style-type: none"> - Sporting Tickets x2(TBC) - Lazer Quest Ticket x2
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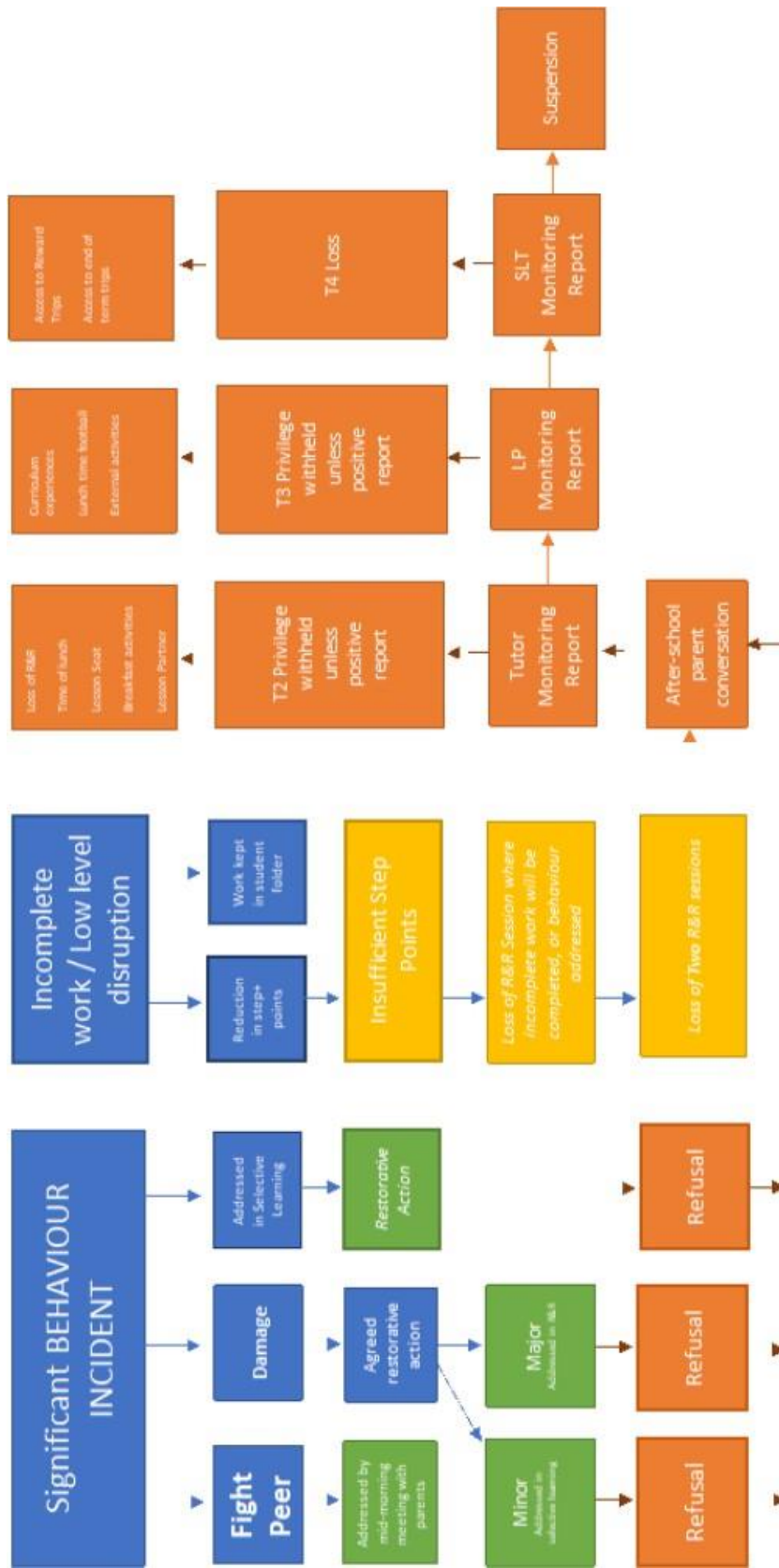
	Vouchers; <ul style="list-style-type: none"> - £50 xbox/Playstation voucher - £50 shopping/amazon £50 JD voucher 	<ul style="list-style-type: none"> - Go Karting Ticket x2 Theme Park Trip Ticket x2
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Appendix 3;

Definitions of bullying .

○ 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: ○ 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, 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

Appendix 4





Shaw Education Trust

Shaw Education Trust Head Office,
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Twitter
LinkedIn
Call
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Visit

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**Pupil &
people
centred**

**Act with
integrity**

**Be
innovative**

**Be best
in class**

**Be
accountable**