



# Greenbank Primary School

## SCHOOL BEHAVIOUR POLICY

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| Date adopted: | Summer Term 2018   |
| Review cycle: | annual basis or in the light of any relevant legislative changes or updated guidance |
| Review Date:  | Summer Term 2019   |
| Committee:    | Policy & Curriculum Committee  |
| Author:       | School Leadership Team   |

### Legislative Context

Sections 89 - 90,94 of the Education and Inspections Act 2006

Equality Act 2010

Schools (Specification and disposal of Articles) Regulations 2012

### Guidance

Behaviour and Discipline in schools. Advice for Head teachers and school staff. January 2016 and associated guides.

Use of reasonable force. Advice for headteachers, staff and governing bodies July 2013

This behaviour policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

*Discipline at Greenbank Primary School is the practice of teaching children to follow the school rules either through direct instruction or by example to ensure that the school environment is a safe and happy place in which to learn and play. Positive praise and rewards will be the main approach however, for some pupils appropriate consequences or sanctions may be needed to help them to develop a better understanding of what is expected; these will be suited to the age or level of understanding of the individual pupil. The aim for most pupils is that they will develop self-discipline – the ability to control themselves, to work hard, follow the school rules and behave in an acceptable way without needing anyone else to tell them what to do.*

### MISSION STATEMENT

**We aim to provide a learning environment where all children can achieve their highest potential and to foster a climate where all children, regardless of any differences, are treated equally, feel secure and can grow in confidence and self-esteem.**

### Overview

As a primary school, the manner in which we treat others is central to all that we do. High standards of behaviour will be expected and promoted at all times throughout every aspect of

the school's life. We will expect that pupils develop social and personal responsibility, care and consideration for others and to develop an understanding of how their actions affect other people. All members of staff will set high standards and learners will be given clear guidance on what is expected of them. The Reward and Sanctions systems will be used to underpin and reinforce good behaviour. We will work in partnership with parents to ensure that the school's values become central to the lives of our learners.

## **OBJECTIVES**

1. To create an ethos of excellent behaviour in school. This will ensure that children are happy, secure and safe.
2. To ensure that all are treated consistently, fairly, shown respect and helped to promote good relationships.
3. To help children lead disciplined lives and to understand that good citizenship is based upon good behaviour.
4. To build a school community which values kindness, care, good humour, good temper and empathy for others.
5. To use good behaviour to promote community cohesion.
6. That all members of the school community are aware of and adhere to the principles and procedures set down in this policy.
7. That all pupils with Special Educational Needs and disability have those needs taken into account

## **STRATEGIES**

1. The school rules will be promoted at all times by staff and learners.
2. All will be taught to treat others well and their behaviour will reflect this.
3. All staff will set and expect high standards of behaviour at all times.
4. Children will be taught to be polite, respectful, well-mannered and well- behaved.
5. A clear system of rewards and sanctions will be used consistently, sensitively and sensibly by staff to encourage and promote good behaviour.
6. Each member of staff is held to be responsible for the good behaviour of the children in their care.

7. Appropriate training will be provided for all staff to ensure a consistent approach to the management of good behaviour for effective learning.
8. Where a member of staff is unable to cope with a behaviour issue or problem they will discuss it with the head teacher who will agree an appropriate strategy of help and support.
9. The head teacher will involve parents at an early stage where a learner is experiencing difficulties with behaviour.
10. When there is a serious problem with a pupil's behaviour, the head teacher will, where appropriate, involve appropriate outside agencies.
11. The school will consider whether disciplinary action is appropriate against any pupils who make malicious allegations against school staff.
12. In extreme case a learner's poor behaviour or failure to respond to help support and appropriate sanctions may result in the pupil being excluded from school by the head teacher in accordance with Local Authority's Exclusion Guidelines.

## **Scope and responsibilities**

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction.
- The power also applies to all paid staff with responsibility for pupils, including teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
- Teachers have a power to impose detention outside school hours.
- Teachers can confiscate pupils' property.

## **Promoting Good Behaviour**

**Positive behaviour is promoted at all times by:-**

- high expectations at all times

- our ethos of promoting positive relationships and mutual respect
- our clear and consistent rewards and sanctions procedure (see App A)
- our celebration assemblies
- the good example of all adults in our community

## **Conduct outside the school gates**

Teachers have the right to discipline misbehaving pupils outside the school Premises to an extent that is deemed reasonable. This may include:-

- taking part in school visits and trips
- wearing school uniform
- in some other way identifiable as and representative of our school

## **Confiscation of inappropriate items**

It is within the power of a member of staff to confiscate, retain or dispose of an item so long as it is deemed reasonable.

A member of staff also has the power to confiscate property which may be deemed as inappropriate or a danger to other members of the school community.

## **Detention**

### **What the law says**

Teachers have the right to issue detention

Schools must make clear they retain the right to issue detentions, including outside of school hours.

In Greenbank Primary School 'detention' usually takes place during playtimes or spending part of one or more lunchtimes in Behaviour Room depending on the level of unacceptable behaviour. Children will always be given time to have their lunch and to visit the toilet.

## **The right to search**

### **What the law says**

- Head teachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

### **Power to use reasonable force.**

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Staff will be appropriately trained to ensure the health and safety of all concerned in the unlikely event of the use of reasonable force.

### **Monitoring and review**

This policy will be monitored through staff discussions, analysis of rewards and sanctions records and other relevant information

The policy will be formally reviewed on an annual basis or in the light of any relevant legislative changes or updated guidance.