



Greenbank Primary School

SCHOOL BEHAVIOUR POLICY

Date adopted:	Autumn Term 2020
Review cycle:	annual basis or in the light of any relevant legislative changes or updated guidance
Review Date:	Summer Term 2021
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

Coronavirus Act 2020

Guidance

Behaviour and Discipline in schools. Advice for Head teachers and school staff.

January 2016 and associated guides.

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

DFE Coronavirus – Behaviour and Discipline in Schools Sept 2nd 2020

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).

Please note additional information is provided in **Appendix B** to reflect the particular context of the Coronavirus (Covid19) Act 2020. **Appendix B** refers to the specific DFE guidance to ensure the safety and well-being of all pupils, parents, carers and members of staff.

Every reasonable effort will be made to support children with complex needs, however the overriding health and safety of all members of the school community remains paramount.

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.

The Behaviour policy operates in conjunction with the following policies:

- Anti-bullying policy
- Exclusion Arrangements
- Special Educational Needs (SEN) Policy
- Equal Opportunities PSED and Objectives
- Attendance Policy
- Safeguarding and Child protection Policy
- Governors Behaviour Principles

Equality duty statement: *all systems in school are designed to ensure equality of opportunity, access to all aspects of educational provision, to eliminate all forms of discrimination/harassment and to foster excellent relationships between all members of the school community regardless of specific characteristics/beliefs.*

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

What the law says

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 and 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

What the law says

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.

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

Exclusion of pupils

Exclusions are a last resort and parents will be informed as early as is practicable if this situation arises/ is deemed likely to arise. In this school only the Head teacher has the power to exclude, or in his/her absence the Deputy Head teacher. Further details are available in the schools' exclusion procedure document. The Head teacher can exclude on the following grounds:

- a serious breach, or persistent breaches, of the school's behaviour policy; or
- where a pupil's behaviour means allowing the pupil to remain in school would be detrimental to the education or welfare of the pupil or others in the school.

The head teacher will act in accordance with Local Authority's Exclusion Guidelines. Including any amendments in place as a result of the Coronavirus (Covid 19) national guidance.

Volunteers

Volunteers are encouraged to utilise the rewards available when working with children in school. Volunteers should not routinely utilise the sanctions, but refer this decision to a paid member of staff. However, the head teacher has extended the power to sanction to volunteers who attend school visits, in order to ensure all situations remain calm and orderly.

Student teachers – use the Behaviour Policy under the guidance of the teacher.

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.

Appendix A

Greenbank Primary School pledges itself to be a place where children of all races, cultures, religions and abilities will find safety and respect for themselves, their families and their traditions.

This document has been drawn up to ensure that children, staff, governors and parents have a clear understanding of their role within the school community. It is a whole school approach, which aims to be both positive and consistent.

Calm School/Class Code

- Act kindly
- Move calmly
- Speak nicely
- Listen carefully

These rules are displayed in prominent places throughout the school.

Rewards

Most children behave well most of the time. This is recognized and rewarded. Children who have difficulty controlling their behaviour usually respond well to praise and rewards when appropriate.

Rewards given vary according to age. This variation is seen as a positive strategy giving each child different rewards to aim for when beginning a new year or key stage.

YEAR GROUP	REWARD
FOUNDATION STAGE (Nursery & Reception)	Verbal and visual praise; Special sign, eg thumbs up; Stickers and/or comments in books; Child sent to other teachers and Headteacher for praise; Daily sticker charts; Headteacher stickers/certificates; Good attendance certificates; Written or verbal messages of praise sent to parents; Well done certificates
KEY STAGE 1 (Years 1 & 2)	Verbal and visual praise; Special sign, eg thumbs up; Stickers and/or comments in books; Child sent to other teachers and Headteacher for praise; School trips; Daily sticker charts; Headteacher stickers/certificates Good attendance certificates; Written or verbal messages of praise sent to parents; Well done certificates
KEY STAGE 2	Verbal and visual praise;

(Years 3, 4, 5 & 6)	Team/table points; Child sent to other teachers and Headteacher for praise; School trips; Good attendance certificates; Special responsibilities (prefects, classroom monitors); Written or verbal messages of praise sent to parents; Well done certificates; Teachers also have the discretion to reward individuals in other ways;
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Sanctions

YEAR GROUP	SANCTIONS
FOUNDATION STAGE & KEY STAGE 1 (Nursery, Reception, Years 1 & 2)	Verbal warning; Time out within classroom (isolation for 2-5 minutes); Exit to paired classroom for 5-10 minutes with red card; 2 red cards in a week – Headteacher informed; 3 red cards in a week – Parents informed;
KEY STAGE 2 (Years 3, 4, 5 & 6)	Verbal warning; Name written in corner of class board; Tick next to name; 3 ticks – child sent to paired classroom for remainder of session; 3 dismissals in a week – Parents informed. Child's name entered in behaviour book and parents informed by a member of the school Leadership team;

For serious incidents no verbal warnings need to be given and the child can be given a red card or sent to the Headteacher immediately.

A teacher may also contact a parent directly if a child's general behaviour is consistently below expectations.

Were a particular child is causing serious concern the teacher, together with the Headteacher, will decide whether further support or action is required. Parents will be invited to take part in this discussion.

Additional sanctions may then include:

- Individual behaviour programme
- Individual report book or contract.
- Withdrawal from school trips and/or after-school activities. Parents are usually notified in advance if there is a likelihood of this happening.
- Temporary exclusion.
- Permanent exclusion.

Individual behaviour programme

A child whose behaviour causes serious concern may be placed on an individual behaviour programme by the class teacher or Headteacher, in consultation with the parents/carers.

If a child's behaviour does not improve and continues to cause disruption or becomes a threat to the Health and Safety of members of the school community then temporary exclusion or in very rare cases permanent exclusion will be considered. If imposed, then the Headteacher will liaise with the governors and appropriate external agencies with regard to the child's future education.

Lunchtime

EYFS and Infant teachers are responsible for taking the children in their class to the hall for the designated time given.

Lunchtime supervisors are responsible thereafter though a senior manager is also on duty.

REMEMBER TO follow our school calm code as well as:

- Sit down while eating.
- Behave in a quiet manner.
- Eat sensibly and show good manners to others.
- Keep within the area allowed at playtime.
- Stop and be quiet when you hear the first bell. Walk to your classroom on the second bell.
- Juniors on the left hand side of the stairs and corridors.
- Fighting and play fighting are not allowed. Children are taught not to hit back but to tell a member of staff. We expect this to be reinforced by parents.
- Respect and care for the school environment.

Sanctions:

- 1 Verbal warning.
- 2 Miss part of playtime.
- 3 Walk around with member of staff for remainder of playtime.
- 4 In the event of a serious incident a child may be taken directly to the Headteacher or senior member of staff.

If a child is persistently troublesome at lunchtimes/playtimes the parent/guardian will be invited into school to discuss this with a member of the Leadership team. If there is no improvement the parent/guardian may be asked to make arrangements to have their child looked after off school premises during the lunchbreak for a specified period.

A record of serious cases of misbehaviour around the school should be logged on CPOMs. Any member of staff who is at the scene of an incident records this on CPOMs and reports to a member of the Leadership team.

FINALLY...

The vast majority of our pupils are generally well behaved!

Parents are most welcome to contact school to discuss any concerns about behaviour or anything else.

Appendix B Coronavirus

Please note that the information below reflects the DFE Guidance of May and September 2020 – and is in response to an unprecedented set of circumstances and continues to reflect the school's mission to keep all members of the school community safe and well. This additional information is underpinned by our overall aims and core Behaviour Principles.

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.

In light of the need for our children to behave safely, appropriately, and follow new systems we have put in place to help safeguard their health and wellbeing we wish to clarify the requirements expected of all members of the school communities.

Pupils will be expected to:

- follow any altered routines for arrival or departure
- follow school instructions on hygiene, such as handwashing and sanitising
- follow instructions on who they can socialise with at school
- move around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing)
- follow expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands
- tell an adult if you are experiencing symptoms of coronavirus – which will be outlined to them
- follow rules about sharing any equipment or other items including drinking bottles
- follow amended expectations about breaks or play times, including where they may or may not play
- follow instructions regarding the use of toilets
- follow clear rules about coughing or spitting at or towards any other person
- follow clear rules for working at home about conduct in relation to remote education
- follow our rewards and sanction system as appropriate.

Parents/carers will be expected to:

- Set a clear example by following the changed guidance regarding arrival and collection of children
- Ensure they follow the school's instructions for maintaining social distancing
- Follow the school's instructions regarding what items can be brought to school or taken home from school
- Support the school by reinforcing the changed school rules as noted above.

School staff will be expected to:

- Set an example to all members of the school community by adhering to the new rules
- Regularly remind pupils of the need to follow the new rules
- Maintain the school's rewards and sanctions procedures
- Report any serious infraction which may put others at risk.

The above amendments to our Behaviour Policy reflect the guidance available at the time of writing --- this information is continuously being reviewed and updated to reflect scientific guidance during the Coronavirus (Covid 19) pandemic.

The overriding aim is to ensure the safety and wellbeing of all members of our school community.

October 2020