



# Our Policy for Behaviour Policy



# BEHAVIOUR POLICY

I have the right to feel and be safe.

I have the right to learn.

I have the right to be treated with respect.

September 2017

## A consistent approach to behaviour management

- This document sets out our approach to improving the **engagement** of children and their **progression** to ensure improved Learning and Teaching leading to the raising of standards.
- Learning and Teaching, Behaviour for Learning and Assessment for Learning are all encompassed under this framework.
- This policy will be reviewed and evaluated to ensure it remains effective in ensuring improved learning and teaching.
- The essential prerequisite for the success of this policy is a **consistent commitment** from **all staff** to operate within the agreed framework.
- **Consistency** is the key to the behaviour strategies being successful and this will be monitored on a regular basis by the Senior Leadership Team.

### The 2012 Teaching Standards set out the following expectations which will be monitored regularly



A teacher **must**:

#### Set high expectations which inspire, motivate and challenge pupils

- Establish a safe and stimulating environment for pupils, rooted in mutual respect
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

#### Manage behaviour effectively to ensure a good and safe learning environment

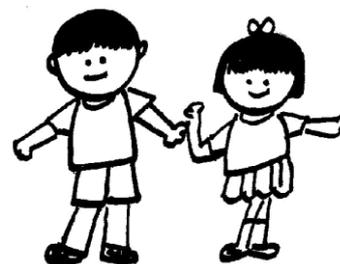
- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the academy, in accordance with the academy's behaviour policy
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.



## Academy Expectations

We have agreed three academy expectations that permeate the teaching and management of behaviour:

- Be Safe
- Be Respectful
- Be Responsible



## Academy Rules

- Keep hands, feet & objects to yourself.
- Think before you speak.
- Follow instructions.
- Move around the academy quietly & sensibly
- Be equipped & ready to learn.

## Expectations of the Academy Community

<b>Staff and EAB</b>	<p>To lead by example.            To be consistent in dealing with pupils, parents and adults in general.            To encourage the aims and values of the academy, and local community, among the pupils.            To have high expectations of the pupils.            To meet the educational, social and behavioural needs of the pupils through an appropriate curriculum and individual support.            To encourage regular communication between home and academy.            To respect pupils and be consistent</p>
<b>Children</b>	<p>To respect, support and care for each other, both in academy and the wider community.            To listen to others and respect their opinions.            To attend academy regularly, on time, ready to learn and take part in academy activities.            To take responsibility for their own actions and behaviour.            To follow the academy rules as instructed by all members of staff throughout the academy day.            To be respectful of others, regardless of differences ;for example race, gender, religion, disability, sexualisation and age.</p>
<b>Parents</b>	<p>To be aware of, and support, the academy's values and expectations.            To ensure that pupils come to school regularly, on time for the academy day.            To take an active and supportive interest in their child's work and progress.            To respect, model and support the aims and values of the academy.</p>

## **Positive Behaviour Strategies**

The following are strategies used by staff at Green Lane Primary Academy to manage behaviour in a positive, pro-active way:

- Recognise and highlight good behaviour as it occurs through the use of individual and house points and communicating good behaviour to parents through face to face comments, class dojo or email.
- Make sure that all children are praised for behaving well.
- Be positive.
- Always listen to children.
- Set personal standards of behaviour and respect for other people.
- Criticise the action not the child, but praise both action and child.
- Display expectations clearly e.g. class rules.
- Encourage children to be responsible for their own behaviour.
- Be consistent in our expectations with all children.
- Praise good behaviour before criticising inappropriate behaviour.
- Give children jobs or responsibilities as appropriate.
- Value children's ideas.

If the children cannot resolve their conflict in a reasonable time, then the adult can make the judgement and take appropriate action.

### **WE ARE ALWAYS POSITIVE AND CONSISTENT**

## **Rewards**

We often recognize good behaviour through awarding privileges and rewards. This might include:

- All staff congratulate children; (Verbal praise)
- Stickers/stamps.
- Head teacher postcards/certificates.
- Individual reward points.
- House points.
- Class rewards.
- Star of the week awarded per class in celebration assembly.
- In EYFS, there is "Star of the Day", stamps and stickers.
- Teachers, and support assistants give children merits that accumulate in "Merit Cards" working towards Bronze, Silver, Gold and Platinum certificates along with star badges for Silver and higher.
- All classes have an opportunity to lead an achievement assembly where they are able to show examples of their best work: Class Assembly.

## **Consequences**

When dealing with poor behaviour choices we are conscious always to maintain a child's self-esteem and that it is the behaviour that is unacceptable never the child.

We use the Consequences system to ensure that positive classroom behaviour is promoted. (See attached).

C4 and above means that the child will not be able to attend lunchtime or after school clubs/matches for that day. No refunds will be given. In the event of a child given a C4 and not able to be collected at the end of the day, the child will sit at the side of the club and not take an active part.

At any point, in the case of extreme behaviour that shows no sign of improvement, consequences may be escalated.

We approach every morning and afternoon as a new session. Children have the right to put previous problems behind them.

Where there are persistent repetitions of disruption a personalised home-academy monitoring programme may be established. Parents will be involved in this process and academy will regularly review progress and impact with parents.

In the event of a more serious incident e.g. assault on staff; damage to property the leadership team will make a decision about appropriate action.

### **Internal Isolation**

This involves a child being isolated from their peers and may take place within their home academy or at a nearby academy.

## **Fixed Term and Permanent Exclusions**

Exclusion is seen as a last resort after all other attempts to modify behaviour have failed.  
Exclusion serves several purposes, including:

- To maintain high standards of behaviour in academy
- To ensure the safety and well-being of all staff and children.

Under exceptional circumstances, the Principal may issue a fixed term or permanent exclusion. It is also possible for the Principal to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Principal excludes a child, they will inform the parents immediately, giving reasons for the exclusion. Parents will be informed that they can appeal against the decision to the governing body. The Principal will follow the LA guidelines and would inform the LA, and the EAB.

After an exclusion, a reintegration meeting will take place with the pupil and parents, where a support plan will be agreed. We would expect to see an eradication of the problem behaviour at the point of the child returning to school. If not, the Principal will consider permanently excluding the child. Permanent exclusion is very rare and is for violence and behaviour which puts children and or staff at risk. The clerk to governors receives a copy of the exclusion letter and an official exclusion form is sent to the LA. The EAB will be informed annually of the

number and types of exclusions.

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## **Breaks and lunchtimes**

Teachers, lunchtime staff and support staff all do their best to ensure that breaks go smoothly and that children play happily together, and for the most part, lunchtimes and breaks are happy times at school, but we acknowledge that incidents occur at break times which are of a different nature to those happening in the classroom. In order to minimise inappropriate behaviour going to / returning from breaks and in the playground, we have decided on the following steps:

### **Breaks and Lunchtime:**

- All playtime behaviour is dealt by the staff in accordance to academy policy and rules and staff informed as appropriate.
- We encourage children to play co-operative games, using the equipment provided through our A-Team initiative. We have painted playground games, have erected a Trim Trail and have permanent playground constructions to enhance playtimes and to enhance the playground itself as a resource.
- Staff move around talking to children encouraging co-operation and fair play. This helps children to take a hand in sorting out their own difficulties.
- Our trained UKS2 A-team, set out equipment, organise activity rotas, participate in umpiring duties and help children to have more enjoyable playtimes.
- Children should leave the classroom in an orderly manner, if some children have problems coping in the cloakroom they should be sent first or last.
- At the end of any break a whistle/bell will be sounded, children should walk to the line and line up silently facing the staff. Each class will then walk back to their classroom, in single file, with the class teacher/support staff.

## **Bullying**

Bullying can take many forms including verbal abuse, exclusion from a group, threatening behaviour and physical violence. It is characterised by persistent and repeated incidents

where one person targets another. Bullies are not always older or physically bigger than their victims but this is often the case.

At Green Lane Primary Academy, no form of bullying is ever to be tolerated, whether children to children, adults to children or adults to adults.

We acknowledge that bullying may happen at any time, although staff may not be aware of it. We aim to make ourselves and children more aware of bullying by addressing the issue in assemblies and through the curriculum. Children are encouraged to confide in any member of staff, parents or friends

All incidents are treated seriously and the appropriate action taken to deal with the bully and help the victim.

The role of parents is important in reducing any incidents of bullying and they should watch out for signs of distress such as repeated illness, damaged clothing etc. Parents should always encourage their children to tell a member of staff.

The academy has a clear Anti-Bullying Policy.

## **Racism**

At Green Lane Primary Academy, our wish is to develop in every individual a sense of self worth and respect for others.

Racism is behaviour which upsets a person by making a connection with a person's ethnic group, skin colour, religious beliefs, language / dialect or cultural background or nationality in a negative way. It can take many forms including verbal abuse, threatening behaviour to the person or their property or exclusion from activities. We intend that all possible racial incidents are followed up immediately to ensure that it is obvious such behaviour is not condoned under any circumstances.

It may be dealt with in a number of ways depending on the seriousness of the incident and the understanding of the children involved. It may take the form of a discussion to improve understanding, the child may be punished, parents brought into school, or in very serious incidents a child may be excluded from school following appropriate investigations by the Principal.

We oppose all forms of racism by both adults and children, in the firm belief that everyone has the right to the best possible education through equal opportunity and access in a healthy, safe, caring and stimulating environment. Children will be encouraged to respond to racism appropriately.

## **Partnership with parents and other agencies**

It is very important that parents and academy work together to support each other's efforts to achieve the same goal - that of improving behaviour. Most children behave well most of the time.

For this policy to be fully effective everyone who has care of our children has a responsibility to uphold good behaviour or carry out/support any solutions given.

Each person's responsibilities for promoting good behaviour is written in the Home Academy Agreement which is signed by new parents, children and the academy. Parents will be contacted when behaviours are causing concern and will be involved with agreed behaviour plans. Parents/carers are encouraged to work closely with the academy who will provide support to parents where possible.

For pupils who display continuous disruptive behaviour and for whom the academy systems do not appear to be effective, support will be sought from outside agencies with a multi-disciplinary assessment carried out if necessary

### **Pupil support systems**

- For pupils who are having persistent behaviour difficulties the academy will provide targeted pastoral support or mentoring by adults or peers such as lunchtime club, lego therapy, peer group work, individualised programmes, etc.
- All staff working with pupils with target sheets and behaviour contracts will be informed of this in order to give a consistent approach throughout the academy day.

### **Staff development and support**

- Regular meetings are held to discuss behaviours and look at ways of supporting individual children and staff.
- All staff have copies of this policy in order that behaviour management is consistent throughout the academy. Staff having difficulties with an individual, class or group should speak to the SENCO, or any member of the SLT.
- Staff needing help with behaviour management will be supported through appropriate CPD.

### **Managing pupil transition**

- Prior to moving class, staff meet to discuss individual children and strategies used to de-escalate behaviours and re-engage children.
- Children's behaviour records are passed onto the next teacher through the inclusion file which also includes records of strategies used.



## Pupil's conduct out of academy

- The academy will investigate any reported incidents of bullying, including cyber bullying that involve our pupils or behaviour that could adversely affect the reputation of the academy.
- Depending on the outcome, academy behaviour systems may be put in place where appropriate including discussion with the parents.
- These will be recorded on the academy CPOMS which record outcomes and actions.
- Members of staff are not expected to deal with incidents outside of academy that might put themselves in danger, however all staff have a duty of care. Staff will have to use their judgement about whether or not to involve themselves in incidents outside of academy. It may be more appropriate to call outside agencies such as the police.

## Monitoring and Review

This Behaviour Policy will be reviewed on an annual basis and behaviour issues will be monitored by the Principal, on a weekly basis, and through staff meetings.

This document is freely available to the academy community and will be posted on the academy website with a hard copy available at the academy office.

Reviewed: September 2017  
Review date: September 2018



Signed.....  
Academy).....Lucy Carlisle (Head of  
Academy).....

Chair of EAB

Date.....6.9.17.....





## Appendix 2

### Sections from Positive Handling Policy

#### Screening pupils

- Academies can impose a requirement that pupils to undergo screening through a walk through or hand held devise, even if they do not suspect them of having a weapon.
- Any member of the staff can screen and pupil consent is not required. It is not anticipated that our academy will have a screening devise at the moment.

#### Searching pupils

- Academy staff can search a pupil for any banned item if the pupil agrees. Banned items include mobile phones, equipment and toys brought from home (unless authorised by the class teacher eg as part of a display / shown and tell).
- Principals and authorised staff can search a pupil or their possessions without consent where they have reason to suspect the pupil has knives or weapons, alcohol, illegal drugs or stolen items.
- Staff can seize any banned or prohibited item found or which they consider detrimental to academy discipline.

#### Using reasonable force or other physical contact (detail in positive handling policy)

- Reasonable force is used to control pupils or restrain them and can be used to prevent pupils from hurting themselves or others, from damaging property or for causing disorder.
- All members of the academy staff or any person the Principal has temporarily put in charge of pupils, such as volunteers, have the legal power to use reasonable force. The majority of academy staff have had recent and up to date training.
- Reasonable force can be used to
  - Remove a disruptive pupil from a classroom where they have refused to follow an instruction to do so.
  - Prevent behaviour that would disrupt a academy event. trip or visit.
  - Prevent a pupil leaving the classroom, where allowing them to do so would risk their safety or disrupt the behaviour of others.
  - Prevent a pupil attacking a member of staff, another pupil or stop a fight in the playground.
  - Restrain a pupil at risk of harming themselves through physical outbursts.
- Reasonable adjustments will be made for disabled or SEN pupils.
- It is unlawful to use force as a punishment.

# Green Lane Primary Academy Consequence System

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	<b>Consequences</b>
<b>C1 -</b>	The pupils' name will be recorded at this point. Remind pupil why they are now on a C1 and ask to choose to correct their behaviour.
<b>C2-</b>	C2 ticked by name.
<b>C3-</b>	C3 ticked by name. Remind the pupil it is their choice to break the school rules and the rule they are breaking. Offer them solutions on how they can alter their behaviour. Ask the pupil to take 5 minutes out to think about their behaviour. This should be in a quiet corner of the class or in the shared area.
<b>C4-</b>	At this point the pupil must leave the classroom and go to partner class for the rest of the session. Pupils going to a partner class should take work with them. The work should be completed quietly in the partner classroom and not disrupt the learning of this class- if they do they will be issued with a C5. A C4 will also lead to a lunchtime detention with Head or Deputy Head. The child may not attend after school club that day.
<b>C5-</b>	Given for unacceptable behaviours such as; continued non-compliance from C4, swearing, hurting another child, threatening behaviour , destructive and/or unsafe behaviour. Pupil will work for a half day on their own in an area appropriate to the age of the child and the design of the academy. The pupil will be issued with a breaktime/ lunchtime detention. Unable to attend after school clubs.
<b>C6-</b>	Progression to a C6 may result in exclusion; this will be issued for extreme behaviours such as: Physical violence against another pupil or adult, including threatened. Health and safety issues such as frequent non-compliance, refusal to follow behaviour policy.

From C4- Class teacher to record on incident log on CPOMS, class teacher to inform parent.  
Note all actions including restorative work on CPOMS.

*At any point for extreme behaviour or behaviour that does not show signs of improving under the current sanction this may be escalated*

**C4 onwards.**  
Actions that maybe put in place as appropriate:  
Letter home to parents  
Report card to monitor behaviour over a set period of time  
Meeting with parents with a member of the SLT  
Meeting with external agencies  
Lessons in isolation away from the class, the pupil will earn back the right to go back into class. In very extreme circumstances this could be in increments of 30 minutes per day.  
Isolation /exclusion at lunchtimes  
Behaviour contract  
Behaviour management plan  
Parent asked to come into school to support in class  
Part time timetable  
Fixed term exclusion  
Managed move to another school temporary or permanent.  
Permanent exclusion

