

## Greenside Primary School

### Behaviour and Discipline Policy

#### Introduction

We encourage our children to 'be the best you can be' and support this through our school values of respect, resilience and responsibility. This policy is a statement of the aims and strategies for the management of behaviour in Greenside Primary School and it acts as a reference point for pupils, staff, parents, governors and other stakeholders.

#### Rationale

Our policy is a means of promoting good relationships and a positive learning environment, so that we can all work together to help everyone to learn. High standards of behaviour are essential if children are able to feel safe and achieve well. Every member of the school community should feel valued and respected, and that everyone is treated fairly and well. Our policy is designed to promote good behaviour rather than merely deter anti-social behaviour.

#### Aims

- To provide an environment where effective teaching and learning can take place.
- To provide clear guidelines and a consistent approach to behaviour management across school.
- To encourage children to develop self-discipline, make positive choices, take responsibility for their actions and recognise consequences.
- To promote self-respect and respect for others.
- To develop resilience and an ability to resolve differences through negotiation and discussion.
- To support and involve the whole school community in the implementation of the policy.

#### Our School Charter

Be The Best You Can Be			
 <div style="border: 1px solid black; padding: 5px; text-align: center; font-weight: bold; font-size: 1.2em;">Greenside Primary School Charter</div> 			
Respect	Resilience	Pupil Responsibilities	Adult Responsibilities
<ul style="list-style-type: none"> <li>Be kind and considerate to others.</li> <li>Treat others how we would like to be treated,</li> <li>Show respect for other people's right to learn.</li> <li>Take care of our resources and our school environment.</li> <li>Express our opinions in appropriate ways.</li> <li>Listen to others with respect.</li> </ul>	<ul style="list-style-type: none"> <li>Be motivated and ready to learn.</li> <li>Be actively involved and concentrate in school.</li> <li>Keep on trying when faced with a challenge.</li> <li>Enjoy achieving what you set out to do.</li> <li>Seek support when you need help.</li> </ul>	<ul style="list-style-type: none"> <li>Make good decisions about keeping safe.</li> <li>Work hard, at school and at home.</li> <li>Listen actively and take part.</li> <li>Maintain your focus.</li> <li>Avoid distractions.</li> </ul>	<ul style="list-style-type: none"> <li>Take responsibility for keeping children safe.</li> <li>Teach about ways to keep safe.</li> <li>Be positive and kind.</li> <li>Be a role model for good learning behaviour.</li> <li>Teach in effective, challenging and exciting ways.</li> <li>Talk about what we can do to improve.</li> <li>Speak to children calmly.</li> <li>Take the time to listen to all pupils.</li> <li>Ensure all pupils are treated fairly and not prejudged.</li> </ul>
We have the right to be safe and happy.	We have the right to be listened to and treated with respect.		We have the right to learn.
Our Rewards		Our Consequences	
<ul style="list-style-type: none"> <li>Verbal praise</li> <li>Merits are awarded to recognise positive behaviours, leading to golden stickers and graded certificates.</li> <li>Exceptional effort or behaviour is rewarded with pupil of the week certificates.</li> <li>Golden Time</li> <li>End of term treat for the winning house team with the most merits.</li> </ul>		<ol style="list-style-type: none"> <li>1. Verbal reminder</li> <li>2. Name on board</li> <li>3. Tick next to name</li> <li>4. Discussion with class teacher</li> <li>5. Time Out in class</li> <li>6. Discussion with Senior Leader</li> <li>7. Supervision (break or lunchtime)</li> <li>8. Restart</li> </ol>	<p>The following behaviour is never acceptable in school and will result in moving straight to a discussion with senior leaders and either a supervision (break or lunchtime) or restart consequence: bullying, aggressive behaviour, fighting, verbal abuse, discriminatory language, leaving the premises or classroom without permission, deliberately destroying or damaging equipment in the school building.</p>

In connection with pupils' learning in PSHE, we have developed a School Charter, which outlines pupils' rights and responsibilities and sets the expectations of how children should behave during their time in school, linked to our motto, 'be the best you can be' and our values of respect, resilience and responsibility. The Charter also highlights the use of praise for good or exemplary behaviour, and the use of sanctions for inappropriate behaviour.

## **Rewards**

We use a consistent whole school approach to reinforce high standards of behaviour. Good behaviour is rewarded, celebrated and reinforced.

Strategies for positive encouragement include:

- Verbal praise and congratulations.
- In early years, names are on the 'sunshine' and children are awarded stars towards their 'Five Star' reward.
- In KS1 and KS2, children are awarded merits that are recorded in their own merit booklet, leading to golden Headteacher stickers and graded certificates.
- Exceptional effort or behaviour is rewarded with a pupil of the week certificate.
- Additional rewards are given to children, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
- Golden Time is awarded on a weekly basis with children taking part in various chosen activities during this session.
- Individual merits go towards house points and the house team with the most merits receives an end of term treat.

Although school rewards good behaviour in various ways, we also hope to support children to understand that the main rewards are the positive outcomes educationally and socially rather than external prizes. We want children to have pride in their outcomes and recognise the impact of their positive behaviour.

## **Sanctions**

Staff and pupils agree on what constitutes unacceptable behaviour, linked to rights and responsibilities in school. Staff will use low-key verbal reminders, distracting children or changing activities. Where this is not enough, our sanctions (consequences) are a hierarchy of response that are consistently applied when pupils chose not to follow the expectations of behaviour and where approaches such as low-key verbal reminders, distractions. When used, these consequences will be clearly explained to the pupil. Sanctions are flexible enough to take SEND into consideration.

## **Consequence System**

An essential part of our behaviour management is that all pupils know the consequences and know that they will be consistently applied for unacceptable or inappropriate behaviour.

In the early years, the child will move through the following stages: name on the worried cloud, sad cloud, time out, involvement of another member of staff and staff contacting parents.

In KS1 and KS2, the hierarchy of consequences is:

1. Verbal reminder
2. Name on board (one minute of golden time missed)
3. Tick against name (two minutes of golden time missed)
4. Discussion with class teacher outside the classroom (three minutes of golden time missed)
5. Time out in class (four minutes of golden time missed)

6. Discussion with a member of the senior leadership team (five minutes of golden time missed)
7. Supervision (lunchtime or breaktime missed)
8. Restart (removal from the classroom to work under the supervision of a member of staff).

Children who gain five consequences or more within a week will discuss their behaviour with a senior leader.

There are certain behaviours deemed unacceptable and will move straight to a discussion with a member of the senior leadership team and may result in either a Supervision (break or lunchtime) or Restart sanction.

Behaviour which is never acceptable

- Bullying (physical, emotional or verbal)
- Aggressive behaviour (e.g. hitting, kicking, fighting, spitting)
- Fighting
- Verbal abuse (swearing, name calling, 'winding up', teasing, threatening)
- Discriminatory language
- Leaving the premises or classroom without permission
- Deliberately destroying or damaging equipment in the school building

Supervision will take place at either breaktime or lunchtime and be set for an appropriate period of time that reflects the incident. During this time, children will have the opportunity to reflect on their behaviour and may be asked to write a letter of apology or continue to work.

Restart (removal from the classroom) will be used for serious disciplinary reasons. This is where a child is required to spend a limited time out of the classroom. The use of removal should allow for continuation of the pupil's education in a supervised setting. It will only be used when necessary and once all other behaviour strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents will be informed if their child has been removed from the classroom. Any child who has reached the Restart sanction will also be placed on home-school report for the week following the incident.

Restart (removal from the classroom) will be used to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption; enable disruptive pupils to be taken to a place where education can be continued in a managed environment and allow the pupil to regain calm in a safe space.

Teacher's responses need to be appropriate to the level of seriousness of the behaviour. The imposition of a sanction should not be based on the tolerance level of a teacher being exceeded but rather because the child has broken an agreed rule. Impositions of sanctions should be done in a firm, no-nonsense way but should be consistent with the school expectation that all people will be treated with respect. It should be clear from the teacher's actions that it is the behaviour that is unacceptable and not the child.

The class teacher discusses the school rules with each class. Examples of what these rules mean in practice are drawn together with the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during circle time.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour.

While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear (see Anti-Bullying Policy).

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DCSF Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

### **Pupils' conduct outside the school gates**

Schools have the powers to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable".

Where a child is involved in non-criminal bad behaviour or bullying which is witnessed by staff or brought to the attention of the school, sanctions may be imposed. Misbehaviour in the following situations would be considered:

- Taking part in a school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at of our school
- Where there could be repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

### **The role of the class teacher**

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher will record incidents, where appropriate using the school's behaviour tracker. In the first instance, the class teacher deals with incidents in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from senior leaders.

Under the guidance of senior leaders, the class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or the LA's behaviour support service.

The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

### **The role of senior leaders**

Senior leaders must establish themselves as an authority figure within the school but particularly within their phase so that other members of staff have a staged route to support behaviour management.

Senior leaders will give advice and support to new and less experienced staff to support consistent behaviour management.

Senior staff will ensure that the phase implements school policy and procedures but more importantly will support the general ethos of behaviour management.

Where appropriate, senior leaders may instigate year group/phase activity to support behaviour management e.g. Assemblies. They will also create a presence within the classes of their phase and give recognition to those who deserve it.

Where children are not doing as expected within the phase, senior leaders will spend time with a child emphasising appropriate behaviour. This may also involve meeting with the parents.

### **The role of the Headteacher**

It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. Permanent exclusion actions are taken only after the school governors have been notified.

### **The role of parents and carers**

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.

We explain the school ethos and rules on our website and communications, and we expect parents and carers to read them and support them.

We expect parents and carers to support their child's learning, and to cooperate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

## **The role of governors**

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines.

The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Head Teacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

## **Fixed-term and permanent exclusions**

We do not wish to exclude any child from school, but sometimes this may be necessary.

Only the Headteacher (or Assistant Headteacher acting in the absence of the Headteacher) has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a child, parents or carers will be informed immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents / carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents / carers how to make any such appeal.

The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

The governing body has a discipline committee. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents / carers and the LA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

## **Use of Reasonable Force**

There are circumstances where it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

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 at the school or among pupils.

Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for items that have been or are likely to be used to commit an offence or cause harm.

When considering using reasonable force staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

If there is an incident that requires the use of reasonable force, parents/carers will be informed. They will be told the context in which the incident happened and the outcome. The incident will also be recorded and a copy of the report shared with parents.

### **Positive Handling**

School staff have received training on approved positive handling techniques. These techniques will not be used as part of normal operations and should only be used in exceptional circumstances. At times in school, there may be some children who have needs that require the use of specific positive handling techniques outlined in their behaviour plans which again will only be used to safeguard the child.

If there is an incident that requires the use of positive handling, parents / carers will be informed. They will be told the context in which the incident happened and the outcome. The incident will also be recorded and a copy of the report shared with parents.

### **Monitoring and review**

The Headteacher monitors the effectiveness of this policy on a regular basis. The Headteacher also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps an electronic behaviour tracker (CPOMS) with significant incidents recorded on this. Minor incidents are recorded on class consequence charts. There are separate recording forms where incidents have been discriminatory but these are additional and used to send to the LA with incidents still being recorded on the school tracker.

The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of discrimination.

The governing body reviews this policy every year. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Reviewed: July 2024

Next review: July 2025