

# Behaviour Policy and Behaviour Principles Written Statement

At Greenbank Primary School we aim to provide a working environment where all members of the school community feel safe and secure. The policy aims to ensure this is achieved to improve the quality of pupil behaviour in our setting. The purpose of this policy is to provide guidance of the powers members of our staff have to discipline pupils and sets out the expectations for all of our stakeholders – governors, staff, pupils and parents.

## 1. Aims

This policy aims to:

- Reinforce the school's Ready, Respectful, Safe Code (see appendix 2)
- Encourage a calm, purposeful and happy atmosphere within school that is conducive to learning
- Help our pupils develop into caring and thoughtful individuals who respect and value the feelings, opinions, beliefs, property and differences of others
- Provide a consistent approach to behaviour management throughout the school with parental cooperation and involvement.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Encourage increasing independence and self-discipline so that each pupil learns to accept responsibility for their own behaviour

## 2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils

- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online.

### 3. Definitions

**Discipline** is defined as:

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 – this is expected behaviour at Greenbank Primary.

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
- 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)

## 4. Bullying

**Bullying** is 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

Bullying can include:

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 <ul style="list-style-type: none"> <li>▪ Faith-based</li> <li>▪ Gendered (sexist)</li> <li>▪ Homophobic/biphobic</li> <li>▪ Transphobic</li> <li>▪ Disability-based</li> </ul>	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

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy <https://greenbank-primary.co.uk/wp-content/uploads/2021/10/Anti-Bullying-Policy-March-2021.pdf>

## 5. Roles and responsibilities

Behaviour Management is the responsibility of all stakeholders at Greenbank Primary School.

We are committed to encouraging good behaviour in an atmosphere of mutual respect. A clear school behaviour policy, consistently and fairly applied, underpins effective education. All stakeholders should be clear of the high standards of behaviour expected of all pupils at all times. We wish to acknowledge the responsibility of all those in the school community – teaching and non-teaching staff, governors, parents and pupils in achieving this aim.

## **5.1 The governing board**

The governing board is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing board will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, supporting the Headteacher in carrying out these guidelines.

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

## **5.2 The Headteacher**

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school.

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing board, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy. The Headteacher should also report to governors, when requested, on the effectiveness of the policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

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

The Headteacher has the responsibility for giving fixed-term exclusions to individual pupils for serious acts of misbehaviour. For repeated or very serious acts of antisocial behaviour, the Headteacher may permanently exclude a pupil. Both these actions are only taken after the school Governors have been notified.

## **5.3 Staff**

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

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on CPOMS using appendix 3 as a proforma for what to record

The senior leadership team will support staff in responding to behaviour incidents.

It is the responsibility of all classroom based staff to ensure that the Ready, Respectful, Safe Code is enforced in their class, and that the children behave in a responsible manner during learning time.

The class teacher will discuss the whole-school Ready, Respectful, Safe Code (see Appendix 2) with their class at the start of the new academic year and reinforce these throughout the teaching day. These will be clearly displayed in every classroom and communal rooms across the school. In addition to the Ready,

Respectful, Safe Code, classes will have their own classroom charters (the 'Pupil Code of Conduct' section of this policy should be used as the bases for writing a charter with a class), which are agreed by the pupils and displayed on the wall of the classroom, next to the Ready, Respectful, Safe Code. In this way, every pupil in the school knows the standard of behaviour that we expect in our school.

All staff must hold high expectations of the pupils in terms of behaviour, and strive to ensure that all pupils work to the best of their ability. Staff must treat each pupil fairly, with respect and understanding and enforce the Ready, Respectful, Safe Code and classroom charter consistently in line with the aims of this policy.

For all low-level incidents (Stages 1 to 3 below), the class teacher must deal with incident him/herself, following the agreed consequence procedures (see Behaviour Scale – appendix 4). If the misbehaviour continues, escalates or the action is deemed to be beyond Stage 3, the class teacher must seek immediate help and advice from a member of the Senior Leadership Team, complete a 'Stage 4' or 'Stage 5' form (see Appendix 5a and 5b) and pass it to the Designated Safeguarding Lead or a Deputy Designated Safeguarding Lead.

The class teacher may be asked to contact a parent(s), be present in meetings with a parent(s), if there are concerns about the behaviour or welfare of a pupil (Stage 4, 5 or preventing it reaching this level).

Staff who are on duty at lunchtime have the responsibility to deal with minor incidents and alert the pupil's teacher to the incidents when recording the behaviour on CPOMS using the appropriate categories. For more serious incidents at lunchtime, staff must inform a member of the Senior Leadership Team. These must be recorded on a Stage 4 or Stage 5 form.

Non-classroom based staff (e.g. administration staff, premises staff) should ensure that rules are being followed by the pupils as they move around school. Any incidents noted by the non-classroom based staff should be dealt with and where appropriate, be reported to the class teacher or the Senior Leadership Team. These may also be recorded in Behaviour Books or on CPOMS using the appropriate categories. Staff will be advised if this is the case.

## **5.4 Parents**

The school will work collaboratively with parents, so that our pupils receive consistent messages about how to behave at home and at school.

Parents are expected to support and co-operate with the school in disciplining their pupil and foster a good relationship with the school. Parents must be aware of the Ready, Respectful, Safe Code and classroom charters and support the school in implementing these.

We explain and publish our behaviour policy, Ready, Respectful, Safe Code and classroom charters, on the school website for our parents to see.

We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have serious concerns about their pupil's welfare or behaviour. It is expected by the school, that parents should inform the school of any changes in circumstances that may affect their child's behaviour.

If the school has to use reasonable sanctions as consequences for a pupil, parents would be expected to support the actions of the school. If parents have any concern about the way that their pupil has been treated, they should initially contact the class teacher promptly. If the concern remains, they should contact the Deputy Headteacher or the Assistant Headteacher. If these discussions cannot resolve the problem, then the Headteacher should be informed. A formal grievance or appeal process can be implemented through the Governors.

## **6. Pupil code of conduct**

Pupils are expected to adhere to the Ready, Respectful, Safe Code at all times. By doing this the following behaviours are also expected:

- Behave in an orderly and self-controlled way

- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

We recognise that positive behaviour must be carefully developed and supported. Creating an environment which promotes positive behaviour can only be achieved when pupils are taught what positive behaviour is and what it looks like. This is modelled and reinforced by all staff, at all times.

Similarly, sanctions and consequences for incidents must be understood by our pupils so they can learn from them. This is key to ensuring a positive environment for behaviour is created at our school.

This is achieved and reinforced through:

- Assemblies
- Circle-Time
- PSHE and P4C lessons (through the use of the Jigsaw schemes)

## **7. Rewards and sanctions**

At Greenbank we will:

- Have a wide range of appropriate rewards and sanctions and ensure they are applied fairly and consistently by all staff;
- Ensure that planning about behaviour improvement is informed by statistical information;
- Use praise to motivate and encourage pupils;
- Make pupils aware of sanctions that will be applied for poor behaviour choices.
- Identify the strengths and weaknesses of pupil's emotional literacy skills and provide support to develop areas where there is a skills deficit;
- Use a common language to describe behaviour;
- Teach all pupils self-regulation skills through our PSHE curriculum, circle time, Philosophy 4 Children and other targeted resources
- Arrange additional small group support or individual for pupils who need it
- Work alongside external services such as Educational Psychology, SENISS (Special Educational Needs Inclusion Support Service) and CAMHS (Pupil and Adolescent Mental Health Services) to access appropriate support for pupils.

### **7.1 List of rewards and sanctions**

Positive behaviour will be rewarded with:

- Verbal and visual praise
- Stickers
- Child sent to other teachers and Headteacher for praise

- Letters or phone calls home to parents
- Special responsibilities/privileges

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the pupil out of the class to reflect on their behaviour and be supervised elsewhere
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract

**It is a firm expectation that staff manage behaviour in class through effective teaching and pupil management.** Pupils should only be brought to the Senior Leadership Team as a last resort for serious/persistent disruptions to learning or dangerous behaviour.

### Stages of Tracked Behaviour

STAGE 1	<p>All staff manage low level behaviour in class following the school's behaviour system. A warning with a quick explanation of the pupil's behaviour and a positive request to improve their behaviour. Appropriate phrases:</p> <p>'X, it is now time to make a sensible choice.'</p> <p>'I like the way Y is sitting' (deliberate praising of a child sitting close to X).</p> <p>'X, sit down, thank you.'</p> <p>All staff manage one off serious disruptions in class and log the incident on CPOMS. If incidents become more regular – move to stage 2.</p>
STAGE 2	2-5 minutes of 'thinking time' within the classroom but sitting alone in a designated area, thinking about their behaviour and the poor choice they are making. Timings related to age of children.
STAGE 3	5-10 minutes time out in a different classroom, thinking about their behaviour and the poor choices they are making. Timings related to age of children.
STAGE 4	<p>The class teacher will discuss the behaviour with the pupil at playtime or lunchtime. The pupil completes a Stage 4 record sheet reflecting on the rules they have broken, why they chose to do it and what they can do to make amends. The pupil misses their playtime (10 mins) – they stay inside with their teacher. The record sheet is passed to the Welfare Office. The Welfare Office and class teachers are expected to pass concerns that may require SENDCo intervention/referrals to the SENDCo in a timely manner. Likewise, the Welfare Officer will report any concerning behaviour to the Senior Leadership Team in a timely manner. At this stage a teacher may also contact a parent directly if a child's general behaviour is consistently below expectations.</p>
STAGE 5	<p>Were a particular child is causing serious concern the teacher, the child will be asked to work under the supervision of a member of the Senior Leadership Team and/or encouraged to work in another class and earn the right to return to their own class. Together, the class teacher and a member of the Senior Leadership Team/Headteacher, will decide what further support or action is required. Meet with parents formally will take place at this time and parents will be invited to take part in the next steps discussion.</p>

	<p>Additional sanctions may then include:</p> <ul style="list-style-type: none"> <li>▪ Engage the Wellbeing practitioner's support</li> <li>▪ Refer to external agencies</li> <li>▪ Alter/reduce pupils' timetables</li> <li>▪ 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).</li> <li>▪ Kept in at playtime / lunchtime</li> <li>▪ Asked to go home at lunchtime – this would be a fixed term exclusion</li> <li>▪ Withdrawal from school trips and/or after-school activities. Parents are usually notified in advance if there is a likelihood of this happening</li> <li>▪ Temporary exclusion</li> <li>▪ Permanent exclusion</li> </ul> <p>The pupil then completes a Stage 5 sheet followed by a written task (age/need appropriate).</p> <p>If the incident is severe and requires the pupil to be removed immediately from the situation, the pupil will be sent to a member of the Leadership Team. Parents may be contacted immediately by telephone depending on the incident and a face-to-face meeting may be requested. The Headteacher may become involved depending on the nature, severity and frequency of the behaviour.</p> <p>The member of the Leadership dealing with the incident will negotiate the pupil's return to the classroom. If due to the nature of the incident it is decided that the pupil will not return, then the pupil works out of class or in a different class for the rest of the day or longer, if deemed appropriate.</p>
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Pupils who are persistently reaching Stage 5 or Stage 4 on a frequent basis due to undesirable behaviour will be reviewed by the Senior Leadership Team. Parents will be asked to attend a meeting with member/s of the Senior Leadership Team to discuss the behaviours and plan a way forward.

If a pupil is placed on a Stage 5 during the lunchtime period, they will come straight to a member of the Senior Leadership Team for the remaining part of the lunchtime.

Non-Negotiables during all the above stages

- All adults must follow through with a direct plan of action every time
- Adults will only listen to one child at a time if dealing with a complaint.
- Children must not interrupt adults / 'backchat'.
- All adults must use a firm voice when a child has not made a good choice.
- If it is necessary to support the child in their moving, all adults must hold children lightly by the wrist when leading them to have a time-out.
- All adults use language such as 'Show me that you can have kind hands, thank you' or 'Show me that you can make a good choice, thank you'.
- Staff must always be aware of the children on a time-out i.e. appropriate time / not in direct sunlight

## **7.2 Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

All of the above will be taught and reinforced through our PSHE curriculum. Please refer to our child protection and safeguarding policy for more information.

## **7.3 Off-site behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have 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

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip). Following an investigation, in such cases as those listed above, the school will apply a sanction as is deemed appropriate to the behaviour in line with this policy.

## **7.4 Malicious allegations**

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy as well as our managing allegations against staff policy for more information on responding to allegations of abuse against staff or other pupils.

## **8. Behaviour management**

At Greenbank Primary School, we believe that positive behaviour is an essential condition for effective learning and teaching. We also believe that pupils and staff have the right to learn and teach in an environment which is safe, friendly and fair. Our school has defined a very clear set of non-negotiable standards of personal behaviour, which are based on respect for each individual in our community and their individual needs. Positive behaviour must be carefully developed and supported. Appropriate high self-esteem promotes good behaviour, effective learning and positive relationships. Put simply, we believe pupils learn best when they feel safe and happy in school.

The best results in terms of promoting positive behaviour arise from emphasising potential, rewarding success and giving praise for effort and achievement. We also know it is important to strike a balance between recognising positive behaviour and having appropriate consequences which are seen by all to be fair and just and applied consistently when standards are not maintained. Through positive role-modelling, by adults who care for them in school and through well-developed planned and stimulating learning opportunities, we believe that pupils can accept learning challenges and develop self-discipline. It is the responsibility of parents and carers to work with the school in helping to foster positive attitudes and behaviour.

### **8.1 Classroom management**

Each classroom to have a 4 level 'traffic light' system (staff can modify to personalise for that class). All children to start daily on equivalent of green and are moved up to 'Star level' for exceptional behaviour.

If children are moved down onto equivalent of 'amber', this is the equivalent to a stage 2

If disruptive behaviour continues and a child is moved down onto equivalent of 'red', this is the equivalent to stage 3.

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a high energy, stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct in the form of their class charter alongside the Ready, Respectful, Safe Code
- Develop a positive relationship with pupils, which should include:
  - Be firm, fair and follow through
  - Meet and greet pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally

- Highlighting and promoting good behaviour, be clear and specific
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption and be assertive in carrying this out (connect, correct and direct – ‘X, turn around, thank you’)
- Using positive reinforcement - **Praise In Public; Reprimand In Private**

## Managing Transition

- At the point of transition from a classroom, pupils line up in silence
- Teachers meet the pupils on the playground, at their specified line-up points and times, to assist and collect their class on time
- Teachers supervise all pupils whilst exiting and entering the classroom and building
- When pupils move around school, they walk silently on the left-hand side of the staircases and corridor, with ‘hands on their hips and smiles on their lips’ – EYFS/KS1 or hands by their sides - KS2. Once pupils exit the building they are encouraged to participate in play
- When entering the building, they are encouraged to do so calmly and silently as this prepares pupils for the next lesson. This is reinforced by all staff
- All staff play the agreed music during the beginning of the morning and afternoon sessions to promote positive and calm behaviour from all pupils

## Behaviour at Playtime

We want play and leisure time to be enjoyable and relaxing for the children. It is the role of the adults to help make this time a positive one, the adults role can be remembered using the acronym **SMILE: SCAN** the area, **MOVE** around the area, **INTERACT** with the children in the area, activities where the children will **LEARN** should be provided and **ENCOURAGE** positive play.

- Expectations for playground behaviour are very clear to all staff and pupils.
- Pupils are reminded about how to use each playground area and the equipment. Adults warn pupils verbally if their behaviour is inappropriate.
- If the pupil receives a second warning, then they are asked to shadow the adult for 2-5 minutes (equivalent to a Stage 2 and the same consequences will be applied). If inappropriate behaviour continues pupils will receive a timeout in a designated area for 5-10 minutes (equivalent to a Stage 3 and the same consequences will be applied).
- Any more serious incidents such as aggressive behaviour both physical or verbal, are dealt with immediately by a member of the Senior Leadership Team (equivalent to a Stage 4 or 5 and the same consequences will be applied)
- Staff on duty at lunchtime will be made aware if any individual pupil is having particular difficulties with their behaviour or are following an individual behaviour plan
- Staff on duty at lunchtime are to deal with low level incidents that happen during playtime so that this does not carry over into learning time. Class teachers should be informed immediately of serious incidents of poor behaviour and lunchtime staff will be supported in completing a ‘Poor Behaviour/Bullying Report Form’ and adding this on CPOMS

## Restorative Practice

We will use restorative practice/conversations in incidents when trust is broken or when behaviour has gone under and below minimum standards. When tempers have frayed, when manners have disappeared or when things have been said that should not have been said. Not every incident needs to be resolved with a restorative conversation.

## The Restorative 5:

When conducting a Restorative Meeting, use 5 of the following 8 questions ( for younger children only pick a max of 3 questions):

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What should we do to put things right?
- How can we do things differently in the future?

## 8.2 Physical restraint

In some circumstances, members of staff may use reasonable force to restrain a pupil to prevent them:

- Hurting themselves or others
- Causing disorder
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on CPOMS using appendix 3 as a proforma for what to include and then reported to parents

Please refer to the school's Positive Handling Policy and the DfE Use of Reasonable Force Guidance (2013)

## 8.3 Confiscation

**Any prohibited items (listed in section 3) found in pupils' possession will be confiscated.** These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with Senior Leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

## 8.4 Pupil support

Equal opportunities are central to all aspects of life at our school. The school aims to provide equality regardless of age, disability, gender reassignment, pregnancy and maternity, race (this includes ethnic or national origins, colour or nationality), religion or belief (this includes lack of belief), sex, sexual orientation. We recognise all of the above as protective characteristics. The school recognises its legal duty under the

Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. Our school will always take such steps as it is reasonable to avoid disadvantage.

We are fully committed to providing an equal opportunities environment in which everyone is able to fulfil their potential, and to feel pride in their identity. We apply this to the way we manage and reward behaviour.

For our pupils we seek to provide the same quality and breadth of opportunity for all, regardless of age, race, religion or belief, colour, gender, sexual orientation, social background, special physical or educational needs.

We recognise that many pupils, at some time during their time at school, will require extra support in managing their behaviour. At these times the behaviour strategy may need to be adapted to support vulnerable pupils.

The school's Special Educational Needs Co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### **8.5 Monitoring and Additional Support**

At Greenbank Primary School, we adopt a proactive approach to behaviour management. Pupil's behaviour is reviewed regularly by the Welfare Officer and the Senior Leadership Team as part of the school monitoring cycle. Visits to the classroom are made to ensure procedures are adhered to and are consistent throughout.

Behaviour incidents are recorded from CPOMS and Stage 4 and 5 sheets are put into a Behaviour Database. This allows trends and patterns to be extracted. Information such as frequency of incidents, time of occurrence, staff allocating Stage 4 and 5's etc is available. This information enables staff to support pupils and identify those in need of support. The details also enable staff to establish accurately the types of behaviour that a pupil is exhibiting including identifying triggers.

Behaviour is regularly discussed at staff meetings and meetings of the Governing Body.

Occasionally it may be appropriate to implement additional intervention strategies. The Welfare Officer can support pupils causing concern. The Welfare Officer uses data from the behaviour database and, if appropriate the SNAP B Behaviour Assessment Tool, to identify any skills deficits that may need to be addressed for behaviour support strategies to be successful. Pupils are helped to develop these skills and move towards working on behaviour targets.

With parental permission, we may consult the Central Area Support Team, Educational Psychologist or other behaviour specialists to obtain further support and advice. For example:

- An Educational Psychologist assessment via a classroom observation, discussion with school and parents may be considered
- 1:1 targeted support from an Educational Psychologist or Access
- Early Help support for the family may be offered (if criteria is met.)

### **8.6 Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

Our Safeguarding Team are here to support pupils and their families by helping them to identify and remove any barriers to learning, whether in a personal or academic role.

We will provide interventions for pupils whose behaviour is, or potentially could become, a concern. The aim of these interventions is to provide a pro-active, rather than reactive, level of support. During Senior Leadership Team and Safeguarding Team meetings, allocated time is spent for staff to discuss pupils for whom there are concerns or those whose behaviour is causing concern. In response to these discussions we ensure that these pupils have appropriate support and interventions.

We will work closely with all staff, governors, outside agencies, pupils and their families.

At Greenbank Primary School we actively support any individual who is experiencing behavioural difficulties. Our Internal support services and pastoral systems are complemented by additional assistance from services including:

- CAMHS partners - Children's and Adolescent Mental Health Service
- Local Early Help Teams
- The school's Educational Psychologist
- School Health professionals
- YPAS
- Seedlings
- Play Therapist

Referrals are made on a needs basis and are linked directly to priorities identified on individual pupil profiles.

## **8.7 Detentions**

Teachers have a power to issue detention to pupils (aged under 18).

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.

Parental consent is not required for detentions but the school will inform the parents. As with any disciplinary penalty, a member of staff will always act reasonably given all the circumstances, when imposing a detention.

Staff will allow reasonable time for the pupil to eat, drink and use the toilet when serving their detention. We will not issue detentions outside of school hours, unless the full agreement and support of the parents is obtained prior to this happening.

## **9. Pupil transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

## **10. Training**

All staff have access to ongoing CPD to support with behaviour management. This CPD is targeted to their specific roles, responsibilities and individual training needs identified via school self-evaluation and appraisal.

Staff are provided with regular professional development opportunities linked to behaviour management and support through staff inset, staff meetings, coaching and modelling. They are supported by the Safeguarding Team and Senior Leadership Team when managing behaviour, identifying solutions and

implementing these.

Staff may request to attend additional behaviour management training should they wish to do so.

## **11. Monitoring arrangements**

This behaviour policy will be reviewed by the Headteacher and full governing board annually. At each review, the policy will be approved by the Headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board annually.

## **12. Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Anti-bullying policy

# **Appendix 1: written statement of behaviour principles**

## **Rationale and Purpose**

This Statement has been drawn up in accordance with the Education and Inspections Act 2006, and DfE guidance (The school behaviour policy: the role of the governing body). The purpose of this statement is to provide guidance for the Headteacher in drawing up the Behaviour Policy and discipline procedures at Greenbank Primary School so that it reflects the shared aspirations and beliefs of governors, staff and parents for the children in the school, as well as taking full account of law and guidance on behaviour matters. It is intended to help all school staff to be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them. Staff should be confident that they have the Governor's support when following this guidance.

This is a statement of principles, not practice: it is the responsibility of the Headteacher to draw up the Behaviour Policy at Greenbank Primary School, though she must take account of these principles when formulating this. The Headteacher is also asked to take account of the guidance in DfE publication Behaviour and Discipline in Schools: a guide for Headteachers and school staff.

The Behaviour and Discipline Policy must be publicised, in writing, to staff, parents/carers and children each year. It must also appear on the school's website.

## **Principles**

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life
- The school will seek advice and support from appropriate outside agencies where concerns arise over a child's behaviour

## **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 build a school community which values kindness, care, good humour, good temper, obedience and empathy for others.
4. To use good behaviour to promote community cohesion and good citizenship.
5. That all members of the school community are aware of and adhere to the principles and procedures set down in this policy.
6. That all pupils with Special Educational Needs and disability have those needs taken into account.

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing board annually.

## Greenbank Primary School



### At Greenbank, we are

- Ready
- Respectful
- Safe

### Appendix 3: Proforma behaviour log for CPOMS

Pupil's name:	
Name of staff member reporting the incident:	
Date:	
Where did the incident take place?	
When did the incident take place? (before school, after school, lunchtime, break time)	
What happened leading to the incident? (was there a 'trigger'?)	
What happened? Who was involved?	
<p>Pupil voice:</p> <p>If a restorative meeting is appropriate, use 5 of the following 8 questions:</p> <ul style="list-style-type: none"> <li>▪ What happened?</li> <li>▪ What were you thinking at the time?</li> <li>▪ What have you thought since?</li> <li>▪ How did this make people feel?</li> <li>▪ Who has been affected?</li> <li>▪ How have they been affected?</li> <li>▪ What should we do to put things right?</li> <li>▪ How can we do things differently in the future?</li> </ul>	
What actions were taken, including any sanctions?	
Is any follow-up action needed? If so, give details including people informed of the incident (staff, governors, parents, police):	

## Appendix 4: Behaviour Scale

### Greenbank Primary School Behaviour Scale

Behaviour	Stage 1 and 2	Stage 3	Stage 4	Stage 5
	Initially	Repeatedly	Ongoing	Persistent
shouting out	*			
talking when another adult or another person is talking	*			
not following instructions	*			
distracting others from working or listening	*			
ignoring an adult	*			
not lining up and/or being disruptive in line	*			
talking while walking around school	*			
disrespectful behaviour when being spoken to by a child		*		
disrespectful behaviour when being spoken to by an adult			*	
damaging property on purpose			*	
disrupting the learning of others		*		
telling lies			*	
telling lies to an adult to get out of trouble		*		
discriminating comments				*
physically hurting others				*
name calling/taunting/unkind behaviour (on purpose)				*
swearing			*	
swearing at an adult or another person				*
insufficient work produced in a lesson				*
no work completed during a lesson				*
stealing				*
defiant behaviour towards an adult				*
<b>This is not a definitive list of behaviours.</b> Adults in school will use their professional judgement to decide which stage is appropriate for other behaviours that may occur that are not listed above.				
<b>Stage 1</b> All staff manage low level behaviour in class following the school's behaviour system. Provide a warning with a quick explanation of the pupil's behaviour and a positive request to improve their behaviour. Log one-off serious disruptions in class and log the incident on CPOMS.	<b>Stage 2</b> 2-5 minutes time out in the classroom sitting alone in a designated area, thinking about their behaviour and the poor choice they are making.	<b>Stage 3</b> 5-10 minutes time out in a different classroom, thinking about their behaviour and the poor choices they are making.	<b>Stage 4</b> Behaviour to be discussed at playtime/lunchtime. Stage 4 record sheet completed and passed to Welfare Office. 10 minutes playtime missed.	<b>Stage 5</b> Child will be asked to work under the supervision of a member of the SLT and/or encouraged to work in another class and earn the right to return to their own class. Liaison with SLT/parents required to decide next steps for support/action.

## Appendix 5a:

### Stage 4

Name:	Date:
Class:	Staff member:

At Greenbank, we are:

- Ready
- Respectful
- Safe

To be completed by the child during playtime or lunchtime

What happened: (when/where)	
Who has been affected and how?	
What should we do to put things right?	
When I made my choice, I was not demonstrating that I was: (circle all that apply)	
Ready	Respectful Safe
How can you do things differently in the future?	

To be completed by the staff member involved

Additional comments:	
Details of actions for Stage 1-4	
Is the child ready to return to class with their peers?	

When this form is complete it should be handed to the Welfare Officer and the details of incident logged on CPOMS.

## Appendix 5b:

### Stage 5

Name:	Date:
Class:	Staff member:

At Greenbank, we are:

- Ready
- Respectful
- Safe

To be completed by the child during playtime or lunchtime

What happened: (when/where)	
Who has been affected and how?	
What should we do to put things right?	
When I made my choice, I was not demonstrating that I was: (circle all that apply)	
Ready	Respectful Safe
How can you do things differently in the future?	

To be completed by the staff member involved

Additional comments:	
Details of actions for Stage 1-4	
Is the child ready to return to class with their peers?	

When this form is complete it should be handed to the Welfare Officer and the details of incident logged on CPOMS.

## Version Control

Review cycle: Yearly basis or in the light of any relevant legislative changes or updated guidance

Next Review Date: Autumn Term 2023

LCC Version	Date Amended	Amends/Actions	Date Adopted
	28/09/2022	Applied style formatting	Autumn Term 2022