



# GREENHILL PRIMARY SCHOOL

## POLICY STATEMENT FOR BEHAVIOUR MANAGEMENT 2018

### **Board of Governors Statement of Principles**

The aim of this policy is to

- promote good behaviour across the school;
- effectively manage negative behaviour and
- provide strategies to improve negative behaviour.

We recognise that a positive, friendly and calm atmosphere throughout school helps to enable good behaviour. It is important to treat each other with respect, and for teachers and other adults in the school to be role models for the pupils, displaying a model of positive behaviour.

We recognise the need for firm, clear boundaries of behaviour, clear consistent sanctions for negative behaviour and the value of rewarding positive behaviour.

### **Roles and Responsibilities**

#### **The Governing Body:**

- 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 Head teacher in adhering to these guidelines.
- The Head teacher 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 Head teacher must take this into account when making decisions about matters of behaviour.

#### **The Head teacher:**

- It is the responsibility of the Head teacher, under the School Standards and Framework Act 1998, 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 Head teacher to ensure the health, safety and welfare of all children in the school. The Head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- The Head teacher keeps records of all reported serious incidents of misbehaviour. The Head teacher has the responsibility for giving fixed-term suspensions 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. These actions are taken only after the school governors have been notified.

### **The role of the Teachers, teaching assistants and other paid staff:**

- It is the responsibility of class teachers to ensure that the school rules and classroom rules are enforced and that children 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, showing respect and understanding of individuals.
- If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Head teacher/ Deputy Head.
- 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. Behaviour procedures may follow between school and parents. For example – home school behavioural diary.

### **Parents and Carers:**

We recognise the crucial role that parents have to play in promoting good behaviour in school.

We therefore seek to encourage positive relationships with parents, and expect them to support the implementation of the Behaviour Management Policy, promote our **School Values** and to sign the home/school agreement.

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 rules in the school prospectus, 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, as set out in the home–school agreement.
- 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 first contact the HT or DT and then the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

### **Pupils :**

Pupil Parliament input to pupil section of the behaviour policy:

- Children to set an example to their peers especially the older children setting the example and expectation of behaviour to the younger children.
- Respect all adults in the school.
- Remind other children if they are showing the incorrect behaviour – tell them to set the example.
- All children should work hard to achieve the range of rewards.

### **School Support Systems :**

As a fully inclusive school, we recognise that for some children additional or different action may be necessary as a result of a special educational need and/or disability. This is in accordance with the SEN code of practice. We recognise that a child with social, emotional and behaviour difficulties may require something additional or different in the same way that we would make curriculum adaptations for a child with learning needs. Where this is the case, a child will be identified on our school SEN list. An individual behaviour plan (IBP) will be established in consultation with the child and his/her parent. This will outline agreed targets and strategies as well as the ways in which we will support the child. This may include referral to our Social Skills Mentor and/or referral to an appropriate outside agency.

It may also be appropriate to help other children in school understand what they can do to support this particular pupil.

Further information on the school's approach to inclusion is outlined in the Special Educational Needs Policy.

### **Consultation, monitoring and evaluation**

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

The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The head teacher / Deputy Head records those incidents in which a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents book that we keep in the Head teacher's office.

The Head teacher 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 racial equality; it will seek to ensure that the school abides by the non-statutory guidance **The Duty to Promote Race Equality: A Guide For Schools**, and that no child is treated unfairly because of race or ethnic background.

The governing body reviews this policy every two years. 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.

### **Complaints Procedure**

This section should be read in conjunction with the school's complaint procedure. A full copy is available from the school office.

In respect of this particularly policy it should be noted that:

- 1) All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- 2) Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- 3) When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.

- 4) Suspension should not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person should not be suspended automatically, or without careful thought.
- 5) Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- 6) If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- 7) Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- 8) As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to all members of staff.

## **Policy Summary**

### **Aims of the Behaviour Management Policy**

- To reward positive aspects by celebrating positive behaviour and achievement in class, assemblies and by communicating with parents/carers;
- To reduce incidents of negative behaviour by promoting and rewarding positive behaviour and by having a consistent approach towards negative behaviour;
- To ensure that unacceptable behaviour is dealt with firm and consistently;
- To provide a clear value led system of managing behaviour that is consistent across the school;
- To encourage respect to be shown between staff, pupils and parents across the school;

### **Values and respect**

Valuing and respecting each other is at the heart of the Greenhill Primary School ethos.

Promoting and teaching our **School Values** is reinforced and developed during assemblies, PSHE lessons and RE.

These values are promoted on a daily basis in everything we do. These are consolidated by the way staff, pupils and visitors behave towards each other.

We encourage and celebrate our **School Values** at all times.

### **School Values**

Our **School Values** have been devised by staff after consultation with parents and pupils and are regularly reviewed.

- Kindness
- Respecting
- Responsibility
- Honesty
- Determination
- Cooperation
- Excellence

Pupils are expected to demonstrate these values at all times. **School Values** have been established with the involvement of all our pupils. We recognise that promoting positive relationships with parents is invaluable as we develop a partnership role in pupils development at school. We have introduced 'School Value stickers' which can be awarded to promote our values in and around school.

### **Standards of Behaviour**

At the beginning of every school year parents, children and staff are required to sign a home school agreement. This reinforces the expectations of the school.

Unacceptable behaviours include :

- Disruption of lessons;
- Lack of respect to staff, pupils, visitors, school property or members of the public;
- Dangerous or violent behaviour that poses a threat to pupils, staff or members of the public;
- Swearing / answering back;
- Not obeying a direct instruction from a member of staff;
- Leaving school / class without permission;
- Behaviour that could affect the orderly running of the school, or adversely affect school's reputation;

### **Expected behaviour outside the classroom**

Our expectations of pupil behaviour are principles that extend beyond the school day.

Pupil conduct on the way to, the way from school and on school visits is subject to the same expectations as those within the school itself. This includes conduct during break times and also :

- whilst taking part in any school organised or school related activity (e.g. school trips, sports matches)
- whilst travelling to and from school
- when the child is wearing school uniform

### **Serious Behaviours**

Serious behaviours, (examples as identified below) would result in a child being sent directly to the Deputy Headteacher / Headteacher.

- Fighting
- Repeated defiance to a member of staff
- Swearing or verbal abuse to staff
- Bullying
- Leaving the school premises
- Vandalism
- Racism / Use of racist language

All examples of serious behaviours will result in the parent being contacted and the pupil's behaviour discussed.

In September 2016 we revised our '**Step Procedure**' to deal with Serious Behaviour. Details of the new **3 Step Procedure** are contained within Appendix A.

### **Use of reasonable force in school**

All members of school staff have a legal power to use reasonable force.

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

In a school, force is used for two main purposes – to control pupils or to restrain them.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The DFE produce detailed guidance on ‘Use of reasonable force – see the link below

[www.gov.uk/government/publications/use-of-reasonable-force-in-schools](http://www.gov.uk/government/publications/use-of-reasonable-force-in-schools)

### **Criminal Law:**

It is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. For example, under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender. If school staff feel that an offence may have been committed they may elect to seek assistance from the Police, but any reference to the Police should only be undertaken with the agreement of the Head teacher.

### **Prevention of bullying**

Bullying is unacceptable at Greenhill Primary School and is treated very seriously by all members of staff. 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.

We believe that by developing excellent relationships we are promoting a school environment where everyone is treated with respect and trust. Children are taught the difference between right and wrong.

The school Anti-Bullying Policy sets out the principles of how this commitment works in practice.

### **Record keeping**

Record keeping is important to ensure any patterns of negative behaviour can be analysed effectively.

Record keeping is the responsibility of class teachers, Key Stage leaders and the Headteacher.

Records of behaviour and sanctions may be required as evidence to support future decision making such as Requests for additional support or advice.

School maintains records in a number of forms including (but not limited to) :

- Behaviour log books
- Records of serious incidents

- Individual Education Plans (IEP's)
- Individual Behaviour Plans (IBP's)
- Behaviour chronologies

### **Supporting Information**

#### **Positive reinforcement of good behaviour**

At Greenhill Primary School we have introduced a range of systems to encourage and reward positive behaviour.

#### **Traffic Light System :**

We have introduced a Traffic Light System across the school to promote good behaviour. Children need to stay on green and avoid moving to amber or red. The Traffic Light System is linked to our House Point System and Golden Time to promote good behaviour.

#### **Payback :**

A payback system operates for children who have displayed low-level disruption or have not completed work / worked at an appropriate level of effort during lessons/ not completed homework.

#### **Celebration assemblies :**

Weekly celebration assemblies take place, when children from each class are given certificates for a particular positive quality which has been noticed that week.

#### **House Points and Shining Stars :**

All classes follow our School House Points system which operate in all classes and are used to encourage all aspects of pupil behaviour.

House points are awarded when the children receive a 'Shining Star token'. These points are collated on a weekly basis.

Every pupil in the school is a member of one of our four House Teams ; Peel, Crompton, Kay and Wood.

Prizes are awarded weekly for individuals and termly for House Teams.

#### **Golden Time :**

On Friday afternoons we have our 'Golden Time' sessions where pupils who have displayed appropriate behaviour are rewarded with a choice of activities to participate in.

#### **Sanctions for inappropriate Behaviour**

Inappropriate behaviour is managed fairly and consistently across the school.

A consistent approach to managing inappropriate behaviour is fundamental to effectively improving pupil behaviour.

- Isolation within the classroom
- Loss of breaktime / lunchtime
- Sent for 15 minutes to **parallel class**

- Sent for 15 minutes to Key Stage Leader.
- Sent for 30 minutes to DHT.
- Sent for 1 hour to Headteacher – letter home to parent.

### **Parallel classes at Greenhill Primary School**

Reception -> Year 2  
 Year 1 -> Reception  
 Year 2 -> Year 1  
 Year 3 -> Year 6  
 Year 4 -> Year 5  
 Year 5 -> Year 4  
 Year 6 -> Year 3

### **Use of detention**

Use of after school detention is a sanction that may be utilised to manage frequent examples of low level negative behaviour or to manage more serious behaviour.

If a child has a detention, a parent will receive appropriate notice of this sanction.

This notice will be minimum period of 24 hours. A detention will last no longer than 1 hour and would take place directly after school.

Detention will take place under the supervision of a member of the school's Senior Leadership Team (SLT).

### **Internal Exclusion**

An internal exclusion may be appropriate if a child displays ongoing behavioural concerns.

This will involve the child spending their time in school away from other pupils. An Internal Exclusion will be supervised, under the direction of a member of the schools Senior Leadership Team (SLT).

### **Exclusions**

Exclusion of pupils is the ultimate sanction. This is a sanction that may be used if other systems have not been effective or in case of extreme behaviour.

The following are examples of behaviour which will not be tolerated and warrant a possible exclusion:

- Extreme or violent abuse to a member of staff or another child
- Persistent disruptive behaviour that does not allow children to learn or teachers to teach.

Exclusions take the form of **fixed term** or **permanent** exclusion.

A fixed term exclusion may take the form of a lunchtime exclusion, implementation of a part-time timetable or an exclusion for a designated number of days.

**All pupil exclusions at Greenhill Primary School are reported appropriately to the Local Authority and follow Local Authority and National guidelines for administration and legal responsibility.**

If a child is at risk of exclusion, parents will be notified and invited to a meeting with the Headteacher to try to support the school and pupil to avoid the situation deteriorating and to put a plan in place to improve pupil behaviour.

The process of exclusion that we follow is based on a legal framework that can be complicated to understand. Please contact us if you would like any help in understanding this process.

### **Power to search and the Confiscation of inappropriate items**

School staff are protected against liability for damage to, or loss of, any confiscated items provided they acted lawfully and reasonably.

At school we maintain the right to search pupils for property or items that are deemed inappropriate or dangerous in school.

School staff have the power to search without consent for 'prohibited items', which include:

- Knives / weapons
- Alcohol
- Stolen items
- Illegal drugs
- Cigarettes
- Pornographic images
- Any article used to or likely to be used in an offense or that could cause damage to property or personal injury
- Mobile phones
- Any item that has been banned by the school rules which has been identified in the rules as an item which may be searched for

Items found may be confiscated by the Headteacher and if deemed appropriate returned to the parent or if dangerous may be passed on to the Police.

- Appendix A

**The Step Procedure at Greenhill Primary School.**

	<b><u>Behaviours</u></b> <u>Not an exhaustive list, but could include:</u>	<b><u>Consequences</u></b>
<b>LOW LEVEL BEHAVIOURS</b>	<ul style="list-style-type: none"> <li>- Answering back to a member of staff</li> <li>- Lack of manners</li> <li>- Rude/disrespectful behaviour</li> <li>- Not lining up quietly</li> <li>- Running in school (e.g down a corridor/ classroom area)</li> <li>- Disturbing/talking in Assembly</li> <li>- Not looking after school equipment</li> <li>- Messing around in the toilets</li> <li>- Disturbing carpet time/teacher talk</li> </ul>	<p>Inappropriate behaviour is managed fairly and consistently across the school.</p> <p>A consistent approach to managing inappropriate behaviour is fundamental to effectively improving pupil behaviour.</p> <div style="border: 2px solid yellow; padding: 10px; margin: 10px 0;"> <p><b>USE OF THE TRAFFIC LIGHT SYSEM IN THE FIRST INSTANCE:</b></p> <p style="text-align: center;"><b>-AMBER (2 MIN OF GT LOST)</b></p> <p style="text-align: center;"><b>-RED (5 MIN OF GT LOST)</b></p> <p style="text-align: center;"><b>-TIME OUT (10 MIN OF GT LOST &amp; MISS NEXT BREAK/LUNCH TIME)</b></p> <p style="text-align: center;">Sent for 15 minutes to parallel class</p> <p style="text-align: center;">‘Think Sheet’ to complete and send home to parents.</p> </div> <p style="text-align: center;">Other sanctions could include:</p> <ul style="list-style-type: none"> <li>• Isolation in the classroom</li> <li>• Loss of break time</li> <li>• Payback</li> </ul>
<b>STEP 1</b>	<ul style="list-style-type: none"> <li>- Answering back / arguing with a member of staff</li> <li>- Bad language</li> <li>- Misuse of the toilet area</li> <li>- Making fun teasing (more than a simple falling out)</li> <li>- Deliberate disruption of lessons / distracting others</li> <li>- Hitting / kicking/ biting/ spitting</li> <li>- Refusal to carry out instructions</li> <li>- Inappropriate use of the internet.</li> </ul>	<p><b><u>Additional staff involvement:</u></b></p> <p>Head teacher or Deputy Head to be informed and the incident to be recorded in the behaviour log which is kept in the office.</p> <ul style="list-style-type: none"> <li>• Class teacher to contact parents about the behaviour and the sanctions that will be implemented as a result of the behaviour</li> <li>• Letter sent home to parents.</li> <li>• Behaviour monitored on a behaviour chart for the duration of the STEP.</li> <li>• It may be appropriate to inform the SENCO</li> </ul> <p><b><u>Sanctions may include:</u></b></p> <p><b>HT/DHT and clasteacher to agree on appropriate sanction.</b></p> <p>Sent to the Head teacher or Deputy Head to explain their actions</p> <p><b>Remain on STEP for 2 WEEKS</b> (unless another ‘Serious Incident’ takes place.)</p> <ul style="list-style-type: none"> <li>• <b>Loss of playtime / lunchtime - UP TO 1 WEEK</b></li> <li>• Apology to the person concerned either verbally or written (depending upon the age of the child and the circumstances)</li> <li>• Time out in another classroom</li> <li>• Moved to sit on their own</li> </ul>

		<ul style="list-style-type: none"> <li>• Finishing work in their own time/PAYBACK</li> <li>• Loss of school responsibilities.</li> </ul> <p><b>NB. CHILDREN WILL NOT BE ABLE TO TAKE PART IN GOLDEN TIME WHILST ON A STEP</b></p>
<b>STEP 2</b>	<p><b>A continuation of STEP 1 behaviours/ no improvement whilst on a STEP.</b></p>	<p><b>Additional staff involvement:</b> Head teacher or Deputy Head to be informed and the incident to be recorded in the behaviour log which is kept in the office.</p> <ul style="list-style-type: none"> <li>• Class teacher to contact parents about the behaviour and the sanctions that will be implemented as a result of the behaviour</li> <li>• Letter sent home to parents.</li> <li>• Date agreed for parent to visit school to discuss incident.</li> <li>• Behaviour monitored on a behaviour chart for the duration of the STEP.</li> <li>• It may be appropriate to inform the SENCO</li> </ul> <p><b>Sanctions may include:</b> <b>HT/DHT and classteacher to agree on appropriate sanction.</b> Sent to the Head teacher or Deputy Head to explain their actions <b>Remain on STEP 2 for 3 WEEKS</b> (unless another 'Serious Incident' takes place). • <b>Loss of playtime / lunchtime - UP TO 2 WEEKS</b> • Apology to the person concerned either verbally or written (depending upon the age of the child and the circumstances) • Time out in another classroom • Moved to sit on their own • Finishing work in their own time/PAYBACK • Loss of school responsibilities <b>NB. CHILDREN WILL NOT BE ABLE TO TAKE PART IN GOLDEN TIME WHILST ON A STEP</b></p>
<b>STEP 3</b>	<p><b>A continuation of STEP 1 OR 2 behaviours/ no improvement whilst on a STEP.</b></p> <ul style="list-style-type: none"> <li>- Extreme use of bad language (which may be directed towards a child or member of staff)</li> <li>- Stealing</li> <li>- Racist incidents</li> <li>- Homophobic incidents</li> <li>- Bullying</li> <li>- Severe disruption of lessons / learning times</li> <li>- Bringing into school a banned / unsafe item (e.g. knife, drugs)</li> <li>-Anti-social behaviour</li> </ul>	<p><b>Additional staff involvement:</b> Head teacher or Deputy Head to be informed and the incident to be recorded in the behaviour log which is kept in the office.</p> <ul style="list-style-type: none"> <li>• HT/DHT to contact parents about the behaviour and the sanctions that will be implemented as a result of the behaviour</li> <li>• Letter sent home to parents.</li> <li>• Date agreed for parent to visit school to discuss incident.</li> <li>• Behaviour monitored on a behaviour chart for the duration of the STEP.</li> <li>• It may be appropriate to inform the SENCO</li> <li>• It may be appropriate to seek advice / support from outside agencies e.g. social services, school nurse, Safeguarding team etc</li> </ul> <p><b>Sanctions may include:</b> <b>HT/DHT to agree on appropriate sanction.</b> Sent to the Head teacher or Deputy Head to explain their actions <b>Remain on STEP 3 for AT LEAST 1 MONTH</b> (unless another 'Serious Incident' takes place). <b>Loss of playtime / lunchtime - UP TO 3 WEEKS</b> • Parents informed • Detentions may be enforced. • Apology to the person concerned either verbally or written</p>

	<p>within the local community whilst wearing the school uniform (or easily identifiable as a member of our school)</p>	<p>(depending upon the age of the child and the circumstances)</p> <ul style="list-style-type: none"> <li>The Head teacher may wish to enforce an exclusion either – in school, temporary or permanent. <u>Headteacher to determine number of days of 'internal exclusion or fixed term exclusion'.</u></li> <li>The Police may need to be informed.</li> </ul> <p><b>If another 'Serious Incident' occurs, the number of days of exclusion will increase.</b></p> <p><b>NB. CHILDREN WILL NOT BE ABLE TO TAKE PART IN GOLDEN TIME WHILST ON A STEP</b></p>
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- Appendix B**

### **Other related school policies and documents**

**Other documents which also relate to Behaviour management in school are listed below, these include :**

- Anti-bullying Policy
- Home School Agreement
- Online Safety Policy
- Whistle Blowing Policy
- Staff code of conduct
- School Uniform and Appearance Policy
- School Attendance Policy