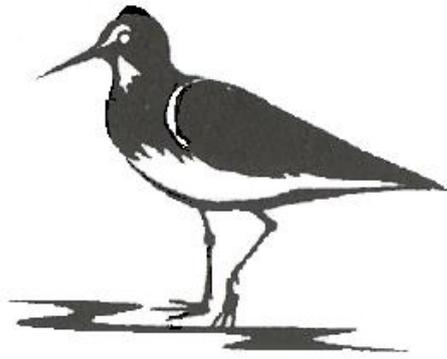
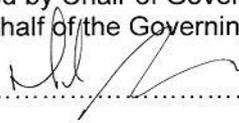


# Greenvale Primary School



## **BEHAVIOUR & DISCIPLINE POLICY**

Signed by Chair of Governors  
on behalf of the Governing Body

  
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**Reviewed Feb 2012**  
**Reviewed Apr 2014**  
**Reviewed Mar 2017**  
**Reviewed May 2019**

# Greenvale Primary School



## **INCLUSION AND SAFEGUARDING STATEMENT**

We are committed to building futures in a welcoming and supportive learning environment in which all pupils feel valued and challenged to be resilient thinkers and active learners with transferable skills and an appetite for world learning.

At Greenvale Primary School, all pupils are valued, inspired and respected within our happy, welcoming School community.

We set high expectations for all our pupils. Practitioners give every pupil the opportunity to experience success in their learning by providing a relevant and challenging curriculum with an emphasis on personalised learning.

## **Greenvale Primary School Behaviour & Discipline Policy**

At Greenvale, our school motto is 'Succeeding together by loving what we do'. Our school's behaviour and discipline policy is designed to support the way in which all members of our school community can live and work happily together.

### **Our Aims are:**

- to create an environment which encourages and reinforces good behaviour
- to define acceptable standards of behaviour
- to encourage consistency of response to both positive and negative behaviour
- to promote self-esteem, self-discipline and positive relationships
- to ensure that the school's expectations and strategies are widely known and understood
- to encourage the involvement of both home and school in the implementation of this policy.

Consideration of other people is the basis for the school's rules, encouraging good relationships and respect for others at all times.

Opportunities for discussion of appropriate and acceptable behaviour are explored during lessons, as part of the curriculum, and in assemblies. Good behaviour is dependent on good relationships and we seek to encourage feelings of self-esteem and mutual respect. This has considerable influence on the ethos of our school.

This expectation is relevant not only in school but also for out-of-school activities and excursions.

Everyone in our school community is expected to respect other people's opinions and property.

Both effort and achievement are celebrated, encouraging self-confidence and a positive self-image. Opportunities abound to share pupils' achievements and interests; children's work is displayed around the school, and sporting or other extra-curricular interests are shared in assemblies.

Pride in the environment is encouraged, and we hope to maintain loyalty and respect for the school, its resources and facilities.

We promote a sense of responsibility and self-discipline for both learning and conduct. When unacceptable conduct is manifested, the children concerned are given the opportunity to discuss the incident and be made to realise why their behaviour is to be sanctioned.

Children who do not conform may expect:

- reprimand by the class teacher or other adult
- deprivation of a privilege (e.g. loss of playtime)
- reprimand by the Headteacher
- exclusion from, and/or further deprivation of, privileges
- involvement of parents, which may occur at any stage of the procedure

What is deemed unacceptable behaviour at Greenvale?

- bullying (including cyberbullying)
- racism, sexism or ageism
- intolerance of the religion or beliefs of others
- homophobic remarks or name-calling
- swearing or offensive behaviour, including rude gestures
- physical abuse – pushing, pulling, spitting, hitting, biting, kicking, fighting;
- lying
- stealing or other abuse of property
- leaving the classroom without permission
- refusal to follow instructions
- disrupting the learning of others
- inappropriate reaction to criticism/discipline
- disrespect to another child or member of staff or a visitor to the school
- antagonistic behaviour

### **School Ethos (including the role of class teachers and all support staff)**

The adults encountered by the children at school have a paramount responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults, we should aim to:

- create a positive climate with realistic expectations
- emphasise the importance of being valued as an individual within the group
- promote, through example, honesty and courtesy
- provide a caring and effective learning environment
- encourage relationships based on kindness, respect and understanding

of the needs of others

- ensure fair treatment for all regardless of age, gender, race, ability and disability
- show appreciation of the efforts and contribution of all

We will not tolerate:

- humiliation – it breeds resentment
- shouting – it diminishes us
- overreacting – the problem will grow
- a blanket punishment – the innocent will resent them
- harsh sarcasm
- threatening behaviour
- using an area of the curriculum as a punishment (e.g. extra maths)

We are proud that we have created well organised, attractive and stimulating learning environments. We have expectations for the various areas within the school as well as for behaviour during specific 'whole school' activities, such as assemblies.

### **The school environment**

Our expectation is that classrooms will be tidy and well organised as this has a positive impact on behaviour.

### **Corridors**

Children are expected to walk quietly around the building at all times (especially when passing through areas in which other people are working). Children are encouraged to hold doors open for others to show courtesy and consideration.

### **Assemblies**

Staff and children are expected to enter and leave the hall or gym silently and sit quietly during the assembly showing respect for the adult or children leading the assembly.

### **The dinner hall**

Children should line up quietly and take their meal and follow any directions of the teacher in charge/lunchtime supervisors. After the meal, children should clear their eating area, leave the dining area quietly and walk to the playground or field.

## **The playground**

At break-times and at lunchtimes, children are expected to respect the authority of the adults on duty in the same way as they would with the teaching staff. All children should feel safe outside and are made aware of the importance of informing an on-duty adult if they have been hurt, or are being bullied or harassed. The lunchtime supervisors are responsible for ensuring that a range of play equipment is available for the children.

## **School uniform**

Children are expected to wear school uniform at all times. We feel this gives the children a sense of pride and purpose and creates a sense of community that encourages good behaviour. Guidance for school uniform is detailed on the school website. All members of staff are expected to enforce the rules about school uniform and to challenge children who flout these rules.

## **Involving Parents/Carers**

Staff at Greenvale believe in keeping parents involved and aware of behavioural and other matters. We believe that working together will benefit the children.

- as far as possible, parents/carers will be informed of achievements so they can share in their child's rewards. The 'Greenvale Great News Grapevine' means that postcards are sent home to families of children who have performed particularly well in class
- parents are able to contact staff via email to express any concern relating to behaviour
- teaching assistants are available first thing in the morning to discuss any matters involving individual pupils
- the Parents Consultations Evenings also provides a forum for discussion

## **The role of the Headteacher**

The discipline of the school is the responsibility of the Headteacher in the first instance. It is the responsibility of the Headteacher to implement the school's behaviour and discipline policy consistently throughout the school, to support the staff in its implementation, and to report to Governors, when requested, on the effectiveness of the policy. It is also the Headteacher's responsibility to ensure the health, safety and welfare of all children in the school.

The Headteacher is available at any time to receive and acknowledge the efforts and achievements of any child sent by the class teacher for commendation.

Should exclusion from school, (temporary or permanent), be deemed necessary, the Headteacher has the legal right to exclude a pupil, and the responsibility to tell the parents that they have the right to take the matter up with the Governing Body and the Local Education Authority (LEA).

### **The role of parents**

We ask parents to support their child's learning, and to co-operate 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 immediately if we have concerns about their child's welfare or behaviour.

Parents are encouraged to alert the school of any suspicions they may have of intimidation, bullying, sexual or racial harassment. Each child's emotional, social and educational well-being is of paramount importance.

When a series of incidents involving more than one child occurs, all parents will be notified and there will be an investigation into the group dynamic, as well as of the individual actions.

If the school has to use reasonable sanctions to discipline a child, we ask parents to support the actions of the school. If parents have any concerns about the way in which their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If this does not resolve the problem, a governor should be approached. As a last resort, a formal grievance or appeal process can be implemented (the School's Complaints Policy).

### **The role of Governors**

The Governors support the Headteacher and Staff in the stated aim of maintaining a high standard of behaviour and courtesy from all members of the school community whatever their age. The Governing Body has the responsibility of being involved in setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness.

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

It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions, and to ensure that the school's policy is administered fairly and consistently.

### **Behaviour procedures (see Appendix 1)**

Our rules and procedures are designed with the intention of being very clear to the children as to how they can achieve acceptable standards of

behaviour.

Rules and procedures therefore should:

- be kept to a necessary minimum
- be positively stated, telling the children what to do rather than what not to do
- actively encourage everyone involved to take part in their development
- have a clear rationale, made explicit to all
- be consistently applied and enforced
- promote the idea that every member of the school has responsibilities towards the whole

### **Rewards**

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued.

The most common reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children. Rates of praise for behaviour should be as high as for work.

All teachers have their own behaviour management strategies as well as using school systems such as the awarding of house points and Star of the Week.

We follow an assertive discipline procedure at Greenvale Primary School.

### **The Passport System**

Depending on the make-up of the class, staff may require a different system in place in order to manage behaviour. This may include the use of the Behaviour Passport System. This will be discussed fully with members of the senior leadership team prior to its implementation. Details about this system are included at Appendix 2.

### **Assertive Discipline Procedure (Reviewed by staff Sept 2016)**

All sanctions will be proportionate and will take into account a pupil's age and any special educational needs.

On any occasions where there is clear threatening behaviour (including swearing or physical violence towards another pupil or member of staff), the offending pupil(s) will be dealt with immediately by the Headteacher. (Deputy Head in the absence of the Headteacher). Parents will be informed of the inappropriate behavior by either the Headteacher or Deputy Headteacher. Staff will then ensure that strategies are put in place to address the unwanted behavior and the pupil will be carefully monitored.

## **Positive Handling**

There can be times when staff may be required to intervene in a physical manner. All members of school staff have the legal power to use reasonable force in order to keep others safe, and do not require the consent of parents beforehand. Physical intervention is only to be used as a last resort if and when all other options have been exhausted and the child is at risk of:

- causing an injury to him/herself
- causing harm or injury to others
- causing damage to school property
- causing serious disruption; or
- to prevent the child from running away

For pupils who have required positive handling, staff must complete an ABC sheet (see Appendix 3) and hand a copy to the Headteacher.

Prior to any physical contact (where possible), de-escalation strategies should be used. These include:

- verbal advice and support
- reassurance
- calm talking
- Time-out directed
- Time-out offered
- offering choices
- distraction
- planned ignoring
- negotiation
- humour
- reassuring contact
- success reminder

Staff (Dan Bowden and Tracey Whiting) have been specifically trained in positive handling techniques and acknowledge their legal duty to make reasonable adjustments for disabled children and children with special educational needs.

## **Pupils who have required Positive Handling on more than three occasions**

For pupils who repeatedly require positive handling (more than three occasions), a risk assessment should be completed and shared with all staff working alongside the pupil.

If necessary, the Headteacher may feel it appropriate to involve other agencies such as the Fair Access Panel (FAP), the Educational Psychologist or the Child and Adolescent Mental Health Services (CAHMS) so that an assessment of the child's needs can be carried out.

Depending on the severity of the behaviour, it may be necessary for the school to exclude the pupil. This is at the Headteacher's discretion. This is primarily to keep both the pupil and those in the school safe.

In the most serious cases, where all interventions have failed or where the manifested behaviour is dangerous or a threat to another child or member of staff, we may use exclusions.

## **Exclusions**

We do not wish to exclude any child from school, but sometimes this may be necessary. Guidance on exclusion from schools is given from the DfE document '**Exclusion from Maintained Schools, Academies and Pupil Referral Units in England: A guide for those with legal responsibilities in relation to exclusion 2012**'. The Headteacher and/or the Deputy Headteacher (in consultation with other members of the Senior Leadership Team staff) will be responsible for judging whether exclusion is appropriate.

**a) fixed term ('temporary') exclusions.** This involves the child being asked to remain at home for a defined period. During this period responsibility for the child passes to the parents. The Headteacher informs the Governing Body about any fixed-term exclusions beyond five days in any single term.

**b) permanent exclusions.** The decision to exclude a child permanently is a serious one and governors should be kept fully informed as the process goes on. Permanent exclusion is not normally considered unless there have been a number of fixed term exclusions first, but in extreme cases a permanent exclusion may be appropriate.

The Headteacher must inform the Governing Body about any permanent exclusion. The Governing Body cannot either exclude a child or extend the exclusion period made by the Headteacher.

## **Appeals**

An appeals panel is made up of between three and five members of the Governing Body. This panel considers any exclusion appeals on behalf of the whole governing body. When a discipline panel meets to consider exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and consider whether the child should be reinstated, if permanently excluded.

### **Staff Training**

At Greenvale Primary School, we ensure we have a whole-school, consistent approach to managing behaviour issues. New staff who join the school are briefed in the school's behaviour and discipline policy. Two members of staff are also fully trained and certified to manage more 'challenging behaviour' which requires positive handling techniques.

### **Confiscation of inappropriate items**

The Education and Inspections Act 2006 allows for the use of confiscation as a disciplinary sanction. In our school, situations where confiscation would be appropriate include:

- an item which poses a threat to others: for example, a laser pen is being used to distract and possibly harm other pupils or staff
- an item posing a threat to good order for learning: for example, a pupil using a personal music-player in class. Pupils' mobile phones would also fit into this category (see our Mobile Phone Policy)
- an item which is contrary to the school uniform rules: for example, a pupil refusing to take off a baseball cap upon entering a classroom
- an item posing a health or safety threat: for example, a pupil wearing large ornate rings in PE might present a safety risk to other pupils
- any item which is counter to the ethos of the school: for example, material which might:

**a) cause tension between one community and another;**

**b) any item which is illegal for a child to have: for example, racist or pornographic material; and protocols for how to deal with such items can be agreed with the local police force.**

A separate legal provision in the Violent Crime Reduction Act 2006, inserted in the Education Act 1996, makes it lawful for certain school staff to search suspected pupils for knives or other weapons without consent. However, staff should note that this legal power to search currently only extends to weapons.

## Appendix 1 – Behaviour Procedures

### Procedure for dealing with low-level disruption in the classroom

Please note that **ALL** children will begin each school-day on the green 'Thumbs up' sign. The process followed if a pupil's behaviour does not improve at each stage is shown below. It is important to note that if a pupil has been moved onto the 'stop' or 'thumbs down' sign, that when their behaviour improves, they will move back 'up' the behaviour chart in the classroom.

### EYFS Behaviour Procedure

1. A verbal warning is given to the child outlining that their behaviour is unacceptable. The child is told what to do to improve their behaviour.



2. The child is moved to the Yellow. They are placed on the thinking chair for 5 minutes to reflect on their behaviour. After this time, the child is asked to explain to an adult why they were sat on the thinking chair and asked to apologise.



3. The child is moved to the Red. They are given a 'Big Time Out' and are taken to the Headteacher. A further consequence is given (such as a loss of playtime) and the child's parents are informed.



1. A verbal warning is given to the child clearly stating that their behaviour is unacceptable and how to modify it.



2. The child moves him/herself from the 'thumbs up' to the 'think' sign on the class behaviour chart. The child is provided with 2mins thinking time to consider his or her behaviour and how to improve it.



3. The child moves his/her name onto the yellow thumb. The teacher may use discretion and remove a privilege from the child. An example might be 5 mins off their breaktime or the pupil not being able to take part in any golden time for that week.



4. The child is asked to move him/herself on to the thumbs down on the class behaviour chart and is sent to another class or the Headteacher depending on the severity of the behaviour. The child concerned will be given a consequence and their parents will be informed.

## Key Stage 1 & 2 Behaviour Procedure



### Appendix 2 - Behaviour Passport System

The behaviour passport system is used in tandem with the existing whole school behaviour system in classes where it is in operation.

#### How it works



The school day is broken into sessions.

**8.50am – 10.20am**

**Break**

**10.40am – 12.30pm**

**Lunchtime**

**1.30pm – 3.20pm**

For each of these sessions the following applies: -



three



Each child starts the session with their passport and their peg at the green hand.



A first warning is given to the child and the unacceptable behaviour is explained. The child moves their peg to the stop sign. (1<sup>st</sup> strike)



A verbal reminder is given and a yellow card is issued. This is recorded in the child's passport and the child moves their peg to the yellow hand. (2<sup>nd</sup> strike)



The child removes their own passport. This is recorded in the child's passport and the child moves their peg to the red sign. (3<sup>rd</sup> strike)

**All** pegs are returned to the green hand at the start of each new session **except those** that have been moved to the red sign and resulted in a passport being lost.

There are exceptions to this process and a passport may be revoked immediately if a child has been physical with another child. This includes but is not limited to hitting, kicking, pushing or spitting. It may also be removed immediately for any other incident deemed to be unacceptable at a teacher's discretion.

Parents will be advised if their child loses their passport. A child who has lost their passport has it returned the next day.

## **Rewards**

**Each week**, the children that have kept their passports for the whole week will be rewarded with golden time on a Friday afternoon. This time may be spent watching a film, playing board games, using computers/ipads, colouring-in, word searches or participating in outdoor sports/games (weather-permitting). Those who have lost their passport at all will spend that time sitting with a Deputy Headteacher or the Headteacher.

**Each half-term**, those children that have kept their passports for the whole half-term will be in Gold Club and be rewarded with a morning/afternoon out. Those who have lost their passport once or twice over the half term will be in Silver club and will be rewarded with a film. Any child that has lost their passport three or more times during a half-term will not be rewarded but will have to remain with a Deputy Headteacher or the Headteacher whilst the rest of the class enjoy their rewards.

**Appendix 3: ABC form**

| <b><u>Record of Positive Handling / Restraint</u></b>  |                       |                    |
|--|-----------------------|--------------------|
| Child's name:  | Date:                 |                    |
| Time:  | Location of incident: | Report written by: |
| Antecedents (Events leading up to the incident)  |                       |                    |
| Behaviour (How did the child respond? What actually happened?)                                     |                       |                    |
| Consequences (How did staff intervene? How did the pupil respond? How was the situation resolved?) |                       |                    |
| Names of those involved? (Staff and pupils)  |                       |                    |

|   |  |  |
|---|--|--|
| Names of witnesses (Staff and pupils)   |  |  |
| <b>What de-escalation strategies were used prior to physical controls?</b>  |  |  |
| Verbal advice and support [ ]<br>Reassurance [ ]<br>Calm talking / stance [ ]<br>Time out directed [ ]<br>Time out offered [ ]              | Choice / consequences [ ]<br>Distraction [ ]<br>Planned ignoring [ ]<br>Negotiation [ ]<br>Humour [ ]  | Contingent touch [ ]<br>Success reminder [ ]<br>Other (Please specify) |
| <b>Why was the decision made to use restraint?</b>  |  |  |
| To prevent child from causing injury to him/herself [ ]   |  |  |
| To prevent child from causing injury to others [ ]  |  |  |
| To prevent child from causing damage to property [ ]  |  |  |
| To prevent child from causing serious disruption [ ]  |  |  |
| To prevent child from running away [ ]  |  |  |
| Other [ ] (Please specify) _____  |  |  |
| Description of physical restraint holds used: (Please include time span of any holds)   |  |  |
| <b>Child's views</b>  |  |  |
| Report read and discussed with child Yes [ ] No [ ]   |  |  |
| Child agrees with the content [ ] No [ ]  |  |  |
| If no, what is the child's view?  |  |  |
| Did the child suffer any injuries as a result of the incident? Injury location and description:   |  |  |
| Did staff or others suffer any injuries as a result of this incident? Injury location and description:                                      |  |  |
| <b>Post incident information:</b>   |  |  |
| Was any post incident support offered to the child?<br>Debrief with an adult [ ]<br>Other [ ]<br>Offer declined by child / young person [ ] | Was any post incident support requested by and given to the member of staff or adult?<br>Debrief with a colleague [ ]<br>Debrief with Headteacher [ ]<br>Occupation Health Counselling [ ]<br>None Requested [ ] |  |
| Parents' views:   |  |  |