

Green Meadow Primary School

Behaviour Policy



A29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect their parents, their own and other cultures and the environment.

Behaviour Policy

At Green Meadow Primary School, we acknowledge children's behaviour is central to the learning process and is an intrinsic element of our education. **As a school we recognise the importance of having clearly stated values and shared beliefs among all staff which underpin expected standards of behaviour and quality of relationships. This is promoted through our school rules and our school values.** All classrooms have their own class charters which are used to reinforce the school ethos.

We recognise the relationship between low levels of emotional literacy and poor behaviour. We therefore strongly believe in promoting self-esteem, self-discipline and a responsibility to others. The behavioural environment is key, and we are constantly working to improve the context in which our children learn. We seek to develop emotional intelligence as a key to helping our children become socially and educationally successful. Fundamental to our school's ethos is our commitment to supporting children to make the right choices and to encourage children to express their emotions appropriately. Without this crucial work, we believe that where poor behaviour is a barrier to learning, outcomes for our children will be of no lasting significance.

Links with other policies

The behaviour policy is linked with the following policies:

- * Anti-Bullying policy;
- * Exclusions policy;
- * Safeguarding policy;
- * Social media policy;
- * Single equalities policy;
- * SEN policy.

What the law says

The Head Teacher must set out measures in the behaviour policy which establish the standard of behaviour expected of pupils. These standards aim to:

- Promote good behaviour, self-discipline and respect
- Prevent bullying
- Ensure that pupils complete assigned learning

The Head Teacher is responsible for determining the school standards of behaviour and any discipline or sanctions when standards are not met. The behaviour policy is made available to view on the school website and parents are signposted to this when it is reviewed annually.

Teaching staff are permitted to confiscate, retain or dispose of a pupils' property as a consequence as long as it is reasonable in the circumstances. Pupils should not bring into school any items that can be a distraction to learning.

Senior Leaders in the school are permitted to search without consent if staff believe a child is in possession of a prohibited item and the child is refusing to comply. Examples of prohibited items are:

- knives and weapons;
- stolen items;
- alcohol, tobacco, illegal drugs;
- fireworks;
- any article that has been or is likely to commit an offence. Cause personal injury or damage to property;
- any item banned by the school's rules.

Where a person is searching without consent, two adults will be present. Parents will be informed. Police will be informed where the item confiscated causes an offence.

Guiding Principles

This policy acknowledges the school's legal duties under the Equality Act 2010, in particular with regard to safeguarding and in respect of pupils with SEN.

The following key aspects of school practice are taken into consideration in order to contribute to improving the quality of behaviour:

- a consistent approach to behaviour management;
- strong school leadership;
- classroom management;
- rewards and sanctions;
- behaviour strategies and the teaching of good behaviour;
- staff development and support;
- pupil support systems;
- liaison with parents and other agencies;
- managing pupil transition;
- organisation and facilities.

The Green Meadow Rules

Our school rules are clear and simple and can be applied to all behaviour. The rules focus on three words:

- Ready
- Respectful
- Safe

Our aim is to promote positive attitudes, respect and ownership of behaviour.

Staff use the rules to highlight the behaviour they want to see around school. We ask children, “Are you ready, are you being respectful, are you being safe?” Expectations are reinforced through assemblies and across the curriculum, in the way staff interact around school and the way they talk to pupils. There is a high a standard of behaviour expected of all pupils at all times.

All staff are expected to:

- treat children with respect;
- build positive relationships with children;
- use proximity praise;
- share the reasons why behaviour is positive and why it is negative;
- use public praise;
- use private sanction;
- use language associated with behaviour carefully, e.g. refer to reminders not warnings;

- relate all discussions about positive or negative behaviour choices to the three Green Meadow rules, Ready, Respectful, Safe;
- Direct children to Regulation Stations in class and around the school as appropriate;
- use positive body language;
- use positive language.

Recognition for positive behaviour choices

Each class uses a recognition board to focus on one goal for the day; for example, 'quiet voices'; 'listening and responding'. When the teacher sees the child displaying the desired behaviour, they move the child's name card onto the board. The aim and expectation is that each child's name will be displayed on the board by the end of the day. Once earned, the child's name should not be removed during this day.

Positive behaviour in school is rewarded by gold House Point tokens. Children are given a house at the start of a child's time at Green Meadow and house points are awarded in class and around school for high standards of behaviour and attitude to learning. The house with the most points at the end of each half term receives an afternoon reward. In KS1 there are additional behaviour rewards in place including stickers.

Hot Chocolate Friday is used when children go consistently 'above and beyond' in their attitude and behaviour. Children can receive a Hot Chocolate Friday nomination from an adult which then goes into the Hot Chocolate Friday box. Each Friday seven names are pulled out at random to join the Hot Chocolate Friday group hosted by the Head Teacher or another member of the senior leadership team.

Mid-day supervisors are encouraged to award stickers and have red house point tokens to give out when they see children supporting the Green Meadow rules. Red tokens are awarded during unstructured times (playtime and lunch time). These are worth 2 points each.

Staff also agree a half-termly whole school focus on desirable behaviours to recognise around school, e.g. walking around school in silence, holding doors open for others, polite table manners. This is shared with pupils in the whole school assembly at the start of each half term. Purple tokens (worth 2 points each) are awarded in recognition for pupils displaying these behaviours.

If children demonstrate exceptional behaviour in class reward postcards are completed and handed to the office who will post them to the child's home address.

Teachers' responsibilities

Teachers have a responsibility to uphold the standards as set out by the Head Teacher. Teachers will support behaviour throughout the school regardless of their allocated year group.

All paid staff are responsible for promoting the school standards and agreed code of conduct.

Children need to be made aware that there are behaviour expectations both in and outside school and staff have a duty to uphold these expectations.

Safeguarding

As a school, we consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff will follow the school's safeguarding policy and will consider whether a multi-agency assessment is necessary.

Monitoring and Reporting Behaviour

All staff are responsible for reporting incidents of poor behaviour, including racist and homophobic incidents and use of bad language. E-safety concerns must also be logged. Behaviour must be recorded in a timely manner to ensure that the correct procedures are followed and that parents are notified as appropriate. Staff follow procedures and parents are notified if appropriate. Behaviour is recorded on the school's electronic reporting system on CPOMs.

Parents are given regular reports of children's behaviour including at the end of the day, on Parents Evenings and via school reports. Parents are also informed via telephone.

The Head Teacher will provide a termly report to Governors which will detail the number of behaviour incidents, number of homophobic, racial and e-safety incidents and details of any Fixed Term and Permanent exclusions.

Child-on-child Abuse

All staff are aware that children can abuse other children (often referred to as child-on-child abuse), and that it happens both inside and outside of school and online. It is essential that all staff understand the importance of challenging inappropriate behaviours between children that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" leads to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. When a child reports an incident of child-on-child abuse they, as the victim, should be made to feel believed and their voice heard.

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)

- abuse in intimate personal relationships between children (sometimes known as ‘teenage relationship abuse’)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- upskirting which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Taken from KCSIE, 2024

Training

Behaviour training will form part of the induction process for all new staff and all staff will be regularly provided with training on managing behaviour throughout the year as part of their ongoing professional growth.

Pupil Transition

To ensure a smooth transition to the next year, pupils will have transition sessions with their new teacher and staff have transition meetings. To ensure that 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. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Managing poor behaviour choices

While sanctions are used, we recognise behaviour management is best promoted by relational trust and positive behaviour reinforcement. We work carefully with a child experiencing difficulties, investing in their individual needs to find a solution using TIAAS approaches. We work carefully with a child experiencing difficulty, investing in their individual needs to find a solution.

Staff are encouraged to use scripts for dealing with behaviour incidents. These scripts are set out in the Paul Dix book, “When adults change, everything changes”. The aim of the scripts is to reduce the time given over to discussions about behaviour and also to ensure responses are consistent across the school. Whole class reminders about behaviour are appropriate.

Lunch time clubs operate to support identified children to manage their unstructured time during the lunch hour where they are supervised and supported by staff with the aim of re-integrating them back into playtimes with their peers.

Where learning is missed in class, as a result of poor choices, learning can be sent home by teachers with a covering letter, also known as an ‘Imposition Letter’.

Missing a curriculum subject such as art, PE or Forest School due to poor behaviour choices is not permitted, unless there is an identified safety risk.

Where children complete a break time or lunch time sanction reasonable time will be given for the child to eat, drink and use the toilet.

Where a child fails to follow the behaviour standards, teachers are responsible for implementing consistent and proportionate sanctions. These sanctions should be implemented under the following conditions:

- Decided by a paid member of school staff or a member of staff authorised by the Head Teacher;
- Made on school premises or while the child is under the charge of a member of staff;
- Ensure that the child continues to access their rights and is in accordance with the Equality Act 2010.

As a school, we consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff will follow the school’s safeguarding policy and will consider whether a multi-agency assessment is necessary.

When poor behaviour is identified, sanctions are implemented fairly and consistently. These include:

- 2 verbal reminders leading to time out at a regulation station;
- Phone call home to parents leading to a meeting in school where necessary;
- Staying in at play time or lunchtime to complete missed learning;
- A letter of apology written during play or lunch time;
- Loss of privileges e.g. football at lunchtime or attendance at after school clubs;
- Time out in another class or with pastoral team;
- Behaviour monitoring charts/IBPs (individual behaviour plans);
- Imposition letters sent home;
- Use of team teach positive handling strategies;
- Internal suspensions, suspensions or permanent exclusion.

In a more extreme case, the school may use internal suspension, suspension or permanent exclusion. This is only used once all other channels and strategies have been exhausted. A smooth transition into class or school is essential to ensure children feel a sense of belonging and connectedness.

Teaching staff are permitted to confiscate or retain a pupil's property as a consequence as long as it is reasonable in the circumstances. Pupils should not be bringing in school items that can be a distraction to learning. Items will be returned to parents at the end of the day.

Senior Leaders in the school are permitted to search without consent if staff believe a child is in possession of a prohibited item and the child is refusing to comply. Examples of prohibited items are:

- knives and weapons;
- stolen items;
- alcohol, tobacco, illegal drugs;
- fireworks;
- any article that has been or is likely to commit an offence, cause injury or damage to property;
- pornographic images;
- any item banned by the school rules.

Where a person is searching without consent, two adults will be present. Parents will be informed. Police will be informed where the item confiscated causes an offence.

Malicious accusations

The school takes every opportunity to foster and maintain positive relationships between staff, pupils and parents. In the event of an accusation against a member of staff, there will be a thorough investigation. If a pupil is found to have made a malicious or false accusation against a member of staff, appropriate action will be taken which may result in a review of their place at school.

The Governing Body is responsible for the pastoral care of staff accused of misconduct.

Use of reasonable force

Some staff at Green Meadow Primary School have undertaken Team Teach training in order to have the option to employ positive handling strategies safely when needed. Reasonable force may be used to prevent pupils committing an offence, injuring themselves or others, or damaging school property.

This is very much a last resort and is only used once all other de-escalation techniques have been exhausted or when there is an immediate risk to a person or property, or they are causing significant disorder.

A record of all positive handling is completed by the staff member involved and kept by the Head of School.

Pastoral support

Pastoral support is used as an early intervention for children needing support with their behaviour choices. Rather than acting as a reactive measure pastoral support is used to 'get in front' of behaviour, supporting each child to make good choices in their day.

If a child in crisis, two adults will be present employing de-escalation techniques to calm the situation.

When a child has been in crisis, their parents will be informed.

The Governing Body's Statement of Behaviour Principles

The Governing body believes that behaviour is a product of the interaction between the individual, school family and community and therefore, the relational trust that exists between the school and home is key to a harmonious community. With this in mind, the school will ensure that parents are informed at the earliest opportunity if the following actions need to take place:

- screening and searching pupils;
- reasonable force/physical contact/positive handling is employed to ensure safety (Team Teach);
- discipline outside the school gate or when a child is not in the charge of a member of staff;

- working with other agencies to support behaviour.

Written By

J.Arrowsmith
Head Teacher

K.Cross
Deputy Head Teacher

October 2024

To be reviewed as required (at least once per year)

STAGE	PROCEDURE	FOLLOW UP	MONITORING
1	Whole class reminder referring to READY, RESPECTFUL, SAFE.		
	Proximal praise referring to READY, RESPECTFUL, SAFE. Individual reminder (private) giving strategy to improve behaviour.		

2	Time at the Regulation Station in own class (5-10 minutes).	If this is happening regularly Class Teacher to raise with Teaching and Learning Lead.	Teaching and Learning Leads raise any ongoing concerns in weekly Middle Leaders huddle.
3	Time at the Regulation Station in Teaching and Learning Lead's classroom (10 minutes) with learning. Class teacher to phone Teaching and Learning Lead to inform reason for time out. Send child with an adult. If successful after 10 minutes the child returns to class with Teaching and Learning Lead for a reparation conversation.	Class teacher to inform parents (Teaching and Learning Lead may join conversation).	Teaching and Learning Leads raise any ongoing concerns in weekly Middle Leaders huddle.
4	Time at the Regulation Station in the with Assistant Headteacher's classroom (20-30 minutes or as appropriate) with learning. Class teacher to phone Assistant Headteacher to inform reason for time out. Send child with an adult. If successful after 20-30 minutes or time as appropriate the child returns to class with Assistant Headteacher for a reparation conversation.	Assistant Headteacher informs parents with Class Teacher.	Assistant Headteacher informs Deputy Headteacher before the daily behaviour meeting.
5	If unsuccessful AHT refers to Deputy Headteacher.	Further sanctions applied. Parents contacted by DHT or Head Teacher	Feeds into daily behaviour meeting
6	If unsuccessful DHT refers to Head of School.		

SERIOUS BREACH OF THE BEHAVIOR POLICY- REFERRAL TO SLT (AHT-DHT-HT) ON THE SAME DAY AS SOON AS POSSIBLE AFTER THE BEHAVIOUR– THIS BEHAVIOUR BYPASSES ALL OTHER STAGES OF THE BEHAVIOUR PROCEDURE

- Physical aggression
- Deliberately damaging property
- Exiting the school building without permission
- Verbal aggression (homophobic or racist language)

IN ANY EMERGENCY SITUATION< USE HELPING HAND TO ALERT THE CLOSEST ADULT TO SUPPORT

Please record on CPOMs **when** this happened, **what** the behaviour incident was (linked to the school rules), the action taken and whether this was successful or unsuccessful in the following succinct way:

(Time) (school rule broken) (topography of behaviour (what it looked like)) (de-escalation strategy used) (consequence) (outcome)
e.g. 11.15am - not ready for learning - low level disruption and disengagement - success reminders unsuccessful - 5 minutes time at Regulation Station
in class - successful