



Behaviour Policy

February

2021

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1. Introduction

This policy sets out the expectations of behaviour and conduct at Greenland Community Primary School. As a caring community, we aim to create an environment which encourages and reinforces good behaviour, fostering positive attitudes and is attachment aware.

We have high expectations for good behaviour throughout the school and at all times during the school day. We expect staff to support good conduct by adopting an attachment awareness approach. We feel it is vital that the school adopts and maintains a consistent approach to behaviour at all times and by all members of the school community. This policy also links to the school Anti-bullying policy as well as the Knives and Offensive Items Policy.

To function effectively a school community has to have a set of rules which provide a framework for the safe and orderly running of the school. Children need to feel that they can come to school and be safe, happy and able to learn to the best of their ability. They need to be able to recognise the importance of individual attitude and behaviour.

2. Aims

- To promote a positive ethos in the school through encouraging a shared understanding of the values which underpin our school ethos
- To create a consistent environment that expects, encourages and recognises good behaviour and one in which everyone feels happy and safe
- To help pupils develop self-respect, self-control and accountability for their own behaviour
- To educate pupils on how to identify feelings or 'triggers' which may lead to crisis and how best to cope with them
- To further promote self-esteem through success, positive relationships and awareness of how our behaviour impacts on ourselves and others
- To encourage the partnership between home and school

We are a caring, inclusive and attachment aware school and aim for every member of our school community to feel valued and respected. We all have the right to be treated well and fairly. The school behaviour policy is therefore designed to encourage all stakeholders to work collaboratively and apply the same approaches across all settings in school. It aims to promote an environment where everyone feels safe and secure and where the health and well-being of individuals is paramount. Relationships should be based on fairness, honesty, courtesy and consideration.

Our Behaviour Policy focuses on positive behaviour management and attachment awareness, promoted and supported in the following ways:

- A carefully planned curriculum
- Effective classroom management
- Adult role-modelling
- Whole school behaviour management plan
- Playtime and lunchtime provision (structured playground games, lunchtime club)
- Personalised programmes/support from outside agencies
- Ensuring that connections between pupils and staff are fostered positively

3. Curriculum and Classroom Management

Alongside positive relationships, we are aware that good classroom organisation and effective teaching methods are key to good behaviour and that the provision of a high-quality curriculum through interesting and challenging activities influences behaviour. A welcoming and secure classroom environment gives clear messages to the children about the extent to which they and their efforts are valued.

Environments will be organised to promote and develop independence and individual initiative, whilst minimising disruption and uncertainty. This includes the arrangement of furniture and suitable access to resources and learning materials.

Displays aim to be current, lively and help develop self-esteem through demonstrating the value of every individual's contribution.

4. Staff Responsibilities

- Establish a collaborative 'Class Charter' at the beginning of the school year – to be shared with new pupils joining mid-year

- To model good behaviour and positive relationships both online and offline
- To create a positive climate with high expectations
- To emphasise the importance of values and being valued
- To provide an effective learning and teaching environment
- To encourage positive relationships based on kindness, empathy and respect
- To ensure fair treatment for all regardless of ability, age, sex, race or preconceptions
- Show appreciation of the efforts and contributions of everyone

All teachers, support staff and lunchtime supervisors are responsible for the modelling of good behaviour, respect, positive relationships and dealing with incidents around school.

5. General Behaviour Management

Our behaviour management plan has three key aspects: rules, recognition and consequences.

Everyone in our school has the right to:

- learn
- be respected
- be safe online and offline

Therefore, everyone is expected to follow these whole school rules:

- We always try our best.
- We keep our hands, feet and objects to ourselves.
- We will listen to and follow adult instructions.
- We treat everyone with kindness and respect.

At the start of the school year, classes will negotiate and agree a small number of classroom rules as part of a **Class Charter**, in order to promote a positive and safe learning environment. All rules will be clearly displayed in the classroom and referred to regularly.

The Pupil Parliament work together to compile a **Lunchtime Charter** so all children and adults are aware of behaviour expectations during their mid-day break.

6. Recognition

We aim to create a healthy balance between recognition and consequences with both being clearly explained and specified. Pupils should learn to expect recognition for positive behaviour and fair and consistently applied consequences for inappropriate behaviour. All systems are flexible to take account of individual circumstances. The emphasis is on positive behaviour management through recognition and praise, which should be given whenever possible for both work and behaviour. Recognition and tangible rewards are given on individual, group and whole class levels in order to promote a sense of both individual and cooperative responsibility.

- Praise and positive individual or group recognition
- Stickers – either worn by child, or collected on a chart or card
- Positive recognition relayed to parents at the end of the session/ day (praise pads)
- House points awarded for positive behaviour
- Dojos awarded for positive behaviour and academic success
- Showing work to Head Teacher
- Certificates
- Lunchtime raffle
- Collective whole class rewards. Each class has the opportunity to collect for example 'marbles in a jar' or stickers for a chart for positive behaviour, hard work or meeting class targets. A full jar or chart leads to a whole class treat or 'special time' as agreed between the teacher and children. These initiatives are to be tailored by the teacher to best fit the pupils in their class.

7. House point system

House points are awarded for both positive behaviour and collective competitions (sports, arts, curriculum assemblies etc.). All children belong to a house group in which they remain. House points can be awarded by any member of school staff. Each week the children add their house points to a collective score for their house (counted by Pupil Parliament members) and the winner for the week is announced in assembly and displayed on the notice board. Each half term the winning house gains an award organised by the House Captains (pupils) and House Leader (staff).

8. Dealing with unacceptable behaviour

Despite positive responses as a means to encouraging good behaviour, it may be necessary to employ a number of consequences if unacceptable behaviour escalates to enforce the school rules, and to ensure a safe and positive learning environment.

We operate a hierarchy of corrective interventions and consequences, working from the least to most intrusive. The hierarchy is made explicit to the children as is the link between the behaviour and consequence. A variety of low-level intervention strategies are used initially, such as non-verbal signals, reminders and close adult proximity to re-direct and encourage children to stay on track. If the inappropriate behaviour persists, then the consequences are presented to the child as a choice to help teach children that they are responsible for their own behaviour.

Within the classroom, the following consequences will be used for increasingly inappropriate or continued disruptive behaviour; however, extreme behaviour, such as physical aggression towards others, will result in immediate removal from the classroom and being sent to the Head Teacher or the most senior member of the SLT.

If a child is not compliant or is considered to be a danger to themselves, other pupils or staff, then school staff can use reasonable force to control and restrain pupils. This could include leading a pupil by the arm into a classroom or quieter area of school. This is only ever used as a last resort and undertaken by a member of staff trained in 'Positive Handling' which reduces injury risk, and safeguards staff and children.

Staff use the Behaviour Flow Chart which can be found in [Appendix 1](#) at the end of this policy.

The emphasis at any stage is on the child being safe and re-engaged in the lesson and their learning as soon as appropriate.

9. Isolation and Detention

If a child's behaviour in class, during break or lunchtimes is unacceptable or they have persistently failed to meet expectations then they may be subject to isolation or detention within the school day. This could mean that they miss a period, or the entirety, of their free time within the school day. Although there is no legal responsibility to inform a parent if their child has been given a detention, we advise that teachers make a reasonable effort to communicate this with the parent or carer. If a teacher gives a detention, it is their responsibility to arrange supervision for this. In cases where a group of children from different classes have been given a detention it should be in consultation with the staff involved as to who carries out the supervision and where this takes place. When a child is placed in isolation or detention it may mean that they have their lunch at a different time to their peers and it may not be with the main body of pupils. A period of detention or isolation should be proportionate to the reason it was given for and this should be communicated with the pupil/s in question. We encourage restorative practice approaches when managing behaviour. Restorative practice is a set of principles and practice that encourages children to take responsibility for their behaviour by thinking through the causes and consequences. We aim to focus on developing, maintaining and repairing relationships, building a community based around empathy and self-learning, where children take responsibility for their behaviour. Through

10. Behaviour Charts

If a teacher feels that a child's behaviour and/or working attitude is not as expected they may be placed on a behaviour chart. This will mean a child must earn their free time in school through the work they complete and/or the good behaviour they show. The chart will last for an initial period of a week and will continue until such time that learning and/or behavioural habits have improved on a consistent basis. This chart must be seen and signed by a member of the SLT at the end of every week.

We advise that staff inform parents when their child has been placed on a chart and communicate with them on how it is going by talking to them at pick-up or drop off, contacting them directly by telephone or by sending the chart home at the end of the week with a summarising comment.

Examples of the behaviour charts used in Key Stage 1 and 2 can be found in [Appendix 2](#) at the end of this policy.

11. Individual Behaviour Management Plans

For those pupils who have specific behavioural issues or have been unable to make improvements with the help of a Behaviour Chart, a Behaviour Management Plan unique to their circumstances and needs will be created. These plans are drawn up by the class teacher with assistance from other adults in school who may have experience of the pupil, a good relationship with the child or specific skills in behaviour management. Once drawn up and approved by a member of the SLT, the plan is then shared with the parents or carers. All staff who will have contact with the child, must be included in the sharing process so that they are aware of any specific actions or approaches which may be required when dealing with the pupil concerned.

12. Consequences – Attachment Aware

Stage 1: Verbal reminder of the expected behaviour/school rule and if appropriate empathise with the feeling **not the action** – name the feeling.

Choice presented to child – ‘I can see that you are frustrated/annoyed etc. because... but now you can choose to or you can choose to ... If you choose inappropriately then you will have time out.’

Stage 2: Time out within the classroom, another classroom (ensuring this is within the child’s COVID bubble) (3-5 minutes for KS1, 5-10 minutes for KS2). A timer should be provided to the pupil at this point and then a discussion can take place following time out.

Choice presented to child – You can choose to or you can choose to If you choose inappropriately then there will be a further consequence.

Stage 3: If unacceptable/disruptive behaviour continues, sent to speak to Head Teacher/ Deputy/ Assistant Head. Acknowledge that they have been through the steps to try and get them back on track but it now needs to be taken further.

In this instance the following actions could be taken:

- Time out working away from class for rest of morning/afternoon
- Meeting with parent arranged and recorded
- Use of behaviour chart to monitor behaviour/ individual behaviour targets

In cases where a child has behaved in a manner that has resulted in class work not being completed to an acceptable standard then they will be supported during break or lunch time to complete this with the class teacher. Additionally, teachers and teaching assistants may wish to use break and lunchtimes to discuss a child’s behaviour or allow the child to reflect on their choices. **The adult implementing this strategy will be responsible for supervising the child at this time.**

With persistent disruptive behaviour or extreme behaviour, incidents should be recorded on CPOMS. A daily behaviour chart (**Appendix 2**) may be used to support children working towards improving their behaviour. If appropriate, consequences may also involve making reparation for the unacceptable behaviour, e.g. writing a letter of apology and this should include the child reflecting upon their behaviour. Children will also be supported by an adult completing the work they have missed. This will often take place during a break or lunchtime. This may also take place after school.

Extremely unacceptable behaviour will be reported to the Head Teacher, Deputy Head Teacher, or Assistant Head Teacher immediately. A letter will be sent home or a phone call made to the parents the same day. For continual unacceptable behaviour or in case of serious verbal or physical aggression the child may be excluded internally from their class. This may also lead to a fixed-term exclusion, or on rare occasions, may take the form of a permanent exclusion (see ‘fixed-term and permanent exclusions’ below).

Following an incident of unacceptable behaviour, adults will have a private conversation with the child when they are calm, focusing on ‘repair’ and ‘putting it right’ to ensure a sense of closure. e.g. Is there anything you wish you’d done differently? What can you do to put it right? Is there anything I can help you with so it doesn’t happen again? If the adult is able to identify what they think was the ‘trigger’ for the crisis/behaviour then they should talk to the child about what they witnessed and how they can see why, from the child’s point of view, they had that reaction. If the child cannot identify the emotion then the adult should attempt to name the emotion, “I think that because... happened I’m wondering if you felt...”.

On occasions where an adult has not witnessed the whole incident, they must try to ascertain from those who have as much about what happened. In some cases, this might enable the adult to piece together the events to find the ‘trigger’ and name the emotion. If this can be identified, then it will be easier to plan for the next time a similar incident occurs and strategies can be worked upon.

When being attachment aware, it is important that the child who is, or has been, in crisis has (where appropriate) some validation or identification of the feelings they are going through and what impact was felt.

Their behaviour in the moment of crisis, however, should not be excused or accepted as an appropriate response.

13. Playtimes and Lunchtimes

At play and lunchtimes, we aim to provide a range of activities to engage children in positive play with their peers. This includes structured games which are led by Sports Leaders and adults, with the focus on co-operative play, good communication and teamwork. Buddies are also allocated a day of the week to ensure all children have a positive experience outside the classroom. KS2 children have the opportunity to access the Multi-Use Games Area (MUGA).

If problems between children arise, the emphasis is on peaceful problem solving and conflict resolution in line with the whole school Attachment Aware approach. Peaceful problem-solving prompt questions may be used. Such strategies are covered in whole class PSHCE time as well as being reinforced with individuals or small groups where appropriate.

Children are recognised for positive behaviour at play and lunchtimes through verbal praise and public recognition, passing the good news onto class teachers and other adults and the awarding of raffle tickets. Each Thursday, a raffle is drawn with each class having the opportunity to win a prize in order to promote positive behaviour.

At play and lunchtimes there is a three-stage hierarchy of corrective interventions and consequences. This is similar to our consequence's hierarchy used within the classroom ([Appendix 1](#)).

Stage 1: Warning

- Never shout at the child - even if they are - you are the adult
- If necessary and appropriate take the child from the incident/space calmly
- Acknowledge that you will only deal with the behaviour you have seen in person - you will listen to what they have to say - but you will not be talked over
- Ask them if they understand - wait for a **spoken** answer
- When talking to the child, acknowledge or name the feeling, if possible
e.g. *I can see that you're angry/upset/frustrated and that you have reacted badly but now you can choose to talk to me about it or you can choose to carry on with your behaviour. If you choose inappropriately then you will have time out (usually on one of the mural walls). Do you understand? **Always wait for a spoken response***
- If the child makes the right choice, acknowledge and move on.

In some cases, the child might benefit from you offering them a job, however simple. It might just help refocus them.

Stage 2: Timeout (maximum of 10 minutes)

Child to walk with adult or stand by one of the mural walls in the yard. When they have had their timeout, the adult will engage the pupil again.

Choice presented to child – if you feel ready to you can either:

- choose to re-join the other pupils on the yard
- take some more timeout with me or by the wall

If you choose to behave inappropriately after this then there will be a further consequence, do you understand?

Always wait for a spoken response

Stage 3: Escalation

A senior member of staff will be required if stages 1 or 2 have been completed **or** if the incident is more serious.

If possible, explain to the child that they have ignored their 2 warnings and that you are going to seek further assistance from teaching or management staff. You may need to send a responsible child to fetch a member of senior staff if you cannot leave the incident.

e.g. *I've already spoken to you about... and you've chosen not to improve your behaviour so I am going to send for a teacher. If you stay with me I can say that you have made the right choice now which will help you. Do you understand?*

Always wait for a spoken response

If stage 3 is reached then parental contact is advised. If the incident is deemed serious, it should also be recorded on CPOMS by the member of teaching or senior staff in attendance.

Once again, adults will follow an incident of unacceptable behaviour with a private conversation focusing on 'repair' to ensure a sense of closure, and on the child taking responsibility for their own actions. If the adult is able to identify what they think was the 'trigger' for the crisis/behaviour then they should talk to the child about what they witnessed and how they can see why, from the child's point of view, they had that reaction. If the child cannot identify the emotion then the adult should attempt to name the emotion, "I think that because... happened I'm wondering if you felt...".

On occasions where an adult hasn't witnessed the whole incident they must try to ascertain from those who have as much about what happened. In some cases, this might enable the adult to piece together the events to find the 'trigger' and name the emotion. If this can be identified, then it will be easier to plan for the next time a similar incident occurs and strategies can be worked upon.

When being attachment aware it is important that the child who is, or has been in, crisis has (where appropriate) some validation or identification of the feelings they are going through and what impact was felt. Their behaviour in the moment of crisis, however, should not be excused or accepted as an appropriate response.

In the event of extremely unacceptable behaviour or persistent disruptive behaviour at play and lunchtimes, then a child will be brought inside from the playground straight away and may be excluded from play and lunchtimes for a fixed period. In these circumstances the incident should be recorded to CPOMS.

14. Children's Responsibilities

Children are expected to follow the school rules and classroom codes of conduct which they will have ownership of through their agreed Class Charter. Children will be shown respect and expected to reciprocate the rights and needs of all adults and other children in our school community. The Pupil Parliament will play an important role in communicating and reviewing aspects of the Behaviour Policy.

15. Parents' Responsibilities

Parents have a vital role to play in their children's education and behaviour – supporting their child's learning and co-operating with the school. We are very conscious of the importance of good communication between home and school. Thus, the school aims to work collaboratively with parents, so children receive consistent messages about how to behave at home and at school. It is important for all adults on school site, including parents, to model positive behaviour at all times and in particular in their interactions with each other.

We display the school rules, rewards and consequence systems and explain them in the school prospectus. We have a Home/School agreement, which is signed by pupils, parents and teachers. We expect parents to read these and support them. If a member of school staff has concerns about a child's welfare or behaviour, parents will be contacted as outlined above. If the school has to use reasonable consequences as the result of unacceptable behaviour, parents should support the actions of the school.

We expect parents to behave in a reasonable and civilised manner towards all school staff, as professionals, and that issues will be dealt in an atmosphere of trust and mutual respect. Incidents of verbal or physical aggression to staff by parents/guardians/carers of children in the school will be reported immediately to the Head Teacher and/or Governors who will take appropriate action in line with Local Authority policy.

16. Special Educational Needs

We recognise that for a small number of children, whose behaviour is beyond the whole school rewards and consequences system, a more personalised approach may be necessary in order to support them in developing the ability to regulate their own behaviour. They may have an individual behaviour plan agreed between the pupil, staff and parents. The support of outside agencies will also be sought where appropriate, in particular the Behaviour Support Service or an Educational Psychologist.

17. Fixed term and Permanent exclusions

Extreme behaviour or persistent disruptive and challenging behaviour may lead to pupil exclusion. Only the Head Teacher has the power to exclude a child from school. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head Teacher excludes a child, s/he informs the parents as soon as possible, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can appeal against the decision to the Governing Body and how to do so through the letter of exclusion.

The Head Teacher informs the Local Authority (LA) and the Governing Body about any permanent exclusion or fixed-term exclusions. The Governing Body itself cannot either exclude a child or extend the exclusion period made by the Head Teacher. However, the Governing Body has a discipline committee whose role is set out in strict guidelines whenever a child is excluded from school.

18. Knives and other Offensive Items

It is illegal to carry knives or other offensive items on and around School premises, unless they are being used for a school-based activity by a responsible adult and under close supervision. The Governing Body at Greenland Community Primary School recognises that the presence of weapons, or items which could potentially be offensive weapons, in the School would not only create unacceptable risks of bullying, injury or death, but also create a climate that undermines the educational purposes of the School. The School's **Knives and Offensive Items Policy** should be referred to for further details in our approach to such items.

19. Recording, monitoring and evaluating behaviour

Any incident which results in crisis must be recorded through the CPOMS platform with the Head Teacher, any staff or pupils involved and the behaviour management lead tagged in the incident report. Progress towards individual targets will be recorded on individual behaviour/education plans. The Senior Leadership Team will monitor behaviour and evaluate the impact of this policy through the records listed above, informal observations, comments from formal lesson observations and discussion with pupils, staff and parents.

20. Monitor and review

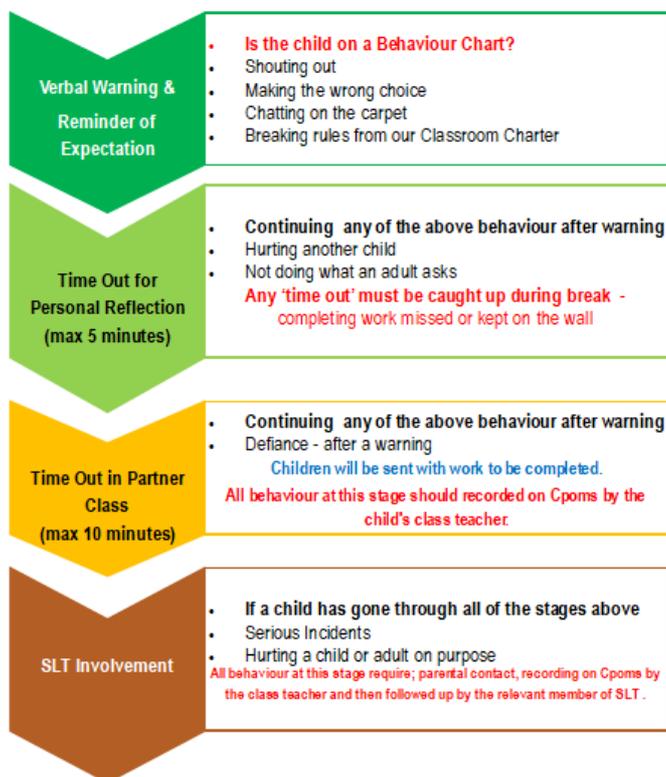
This policy will be reviewed annually, with opportunities for consultation with staff, Governors, pupils and parents.

Policy to be reviewed September 2021

Appendix 1: Behaviour Flow Chart

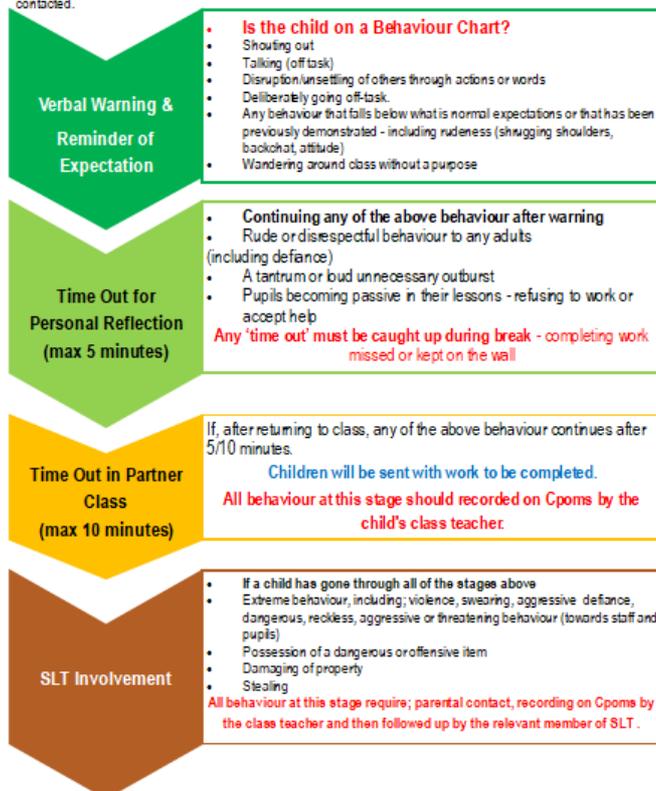
Behaviour Management Flow Chart - EYFS

Below is an outline of the stages of normal behaviour management which staff should follow. In circumstances where behaviour is judged by the teacher to be an imminent danger to the health and well-being of pupils, staff, adults in school and the individual themselves, some of the stages may be missed as required and a member of SLT should be contacted.



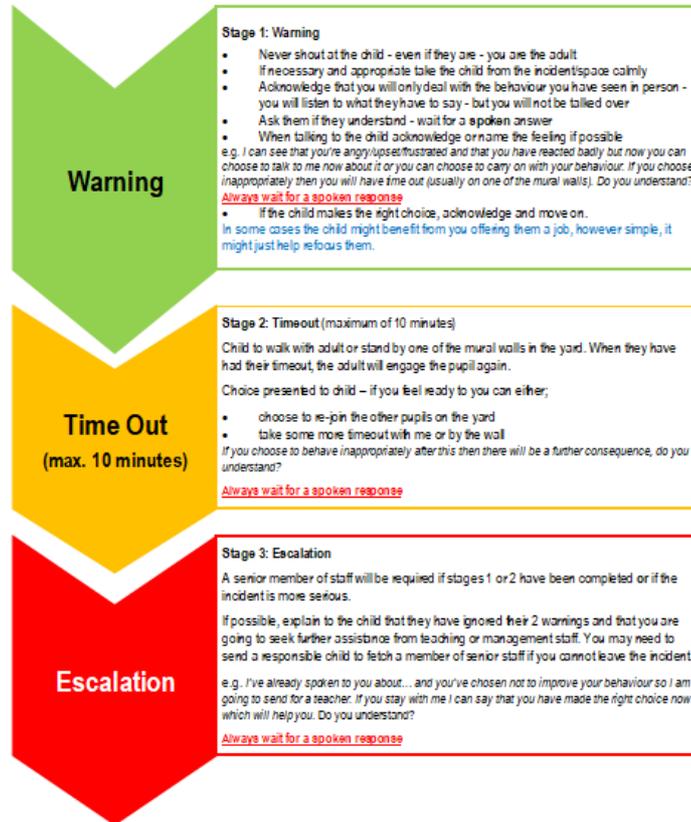
Behaviour Management Flow Chart Key Stage 1 and 2

Below is an outline of the stages of normal behaviour management which staff should follow. In circumstances where behaviour is judged by the teacher to be an imminent danger to the health and well-being of pupils, staff, adults in school and the individual themselves, some of the stages may be missed as required and a member of SLT should be contacted.



Behaviour Management Flow Chart - Lunchtime

Below is an outline of the stages of normal behaviour management which staff should follow during lunchtime. In circumstances where behaviour is judged by the member of supervising staff to be an imminent danger to the health and well-being of pupils, adults in school and/or the individual themselves, some of the stages may be missed as required.



Appendix 2: Behaviour Chart

KS1 Behaviour Chart Example

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
 Class _____ Teachers: _____	Behaviour & Work Chart				
Mon 					
Tue 					
Wed 					
Thurs 					
Friday 					

Key Stage 2 Example

 Class ___ Teachers:	Lesson 1		Lesson 2		Lesson 3		Lesson 4	Lesson 5
	9.00-10.00am		10.15-11.15am		11.30-12.15pm		1.15-2.15pm	2.15-3.15pm
	Behaviour & Work Chart						Date: _____	
Mon	Numeracy <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	Literacy <input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Tue	Numeracy <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	Literacy <input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Wed	Numeracy <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	Literacy <input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Thurs	Numeracy <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	Literacy <input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Friday	Numeracy <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	Literacy <input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Adult Comment Box:								