

Royal Borough of Kingston upon Thames

Green Lane Primary and Nursery School



Behaviour Policy

Behaviour Policy

Our vision at Green Lane Primary and Nursery School is to encourage the development of the whole person to live a happy and fulfilling life in a diverse community. A large part of this vision is fulfilled through the behaviour policy which is built on a positive school ethos, consistency by all and expectations of very high standards of behaviour. It is supported by the school curriculum, PSHE in particular.

The Curriculum

A positive ethos and good behaviour comes from happy and engaged children with high self-esteem /confidence.

The way we live and work together is taught intrinsically throughout the curriculum, through our 'building learning power' (BLP) characters; studying the fundamental British values and modelled by all staff throughout the school

Assembly

Assembly is an important part of the school day and there are many opportunities to build on the spiritual and moral aspects of school life, respect for oneself, others and everything around us. A need for understanding, tolerance and self-discipline is promoted. Regular assemblies focusing on a particular theme are used weekly for the whole school.

A weekly class assembly will focus on the fundamental British values and PSHE; this will be delivered by the class teacher.

It is the expectation that both pupils and staff enter assemblies in silence. Any pupil who talks or who is acting inappropriately will be signalled to sit next to an adult and then apologise to the person leading the assembly.

Agreed Code of Conduct

The Behaviour Code of Conduct (**see appendix 1**) is followed by all children and staff; it dictates appropriate consequences for specific behaviour in class and moving around the school. Furthermore, this is adhered to by all teachers by using the behaviour chart (**see appendix 2**). Children with severe emotional, social and behavioural difficulties may have their own behaviour plan outside of the Behaviour Code of Conduct and further support may be provided in school and by the appropriate outside agencies for example, Educational Psychologist, CAMHs (Child, Adult Mental Health Service) or Family Support worker.

Valuing Good Behaviour:

Praise, rewards and positive reinforcement are embedded in the every-day practice at Green Lane Primary and Nursery School to create a positive, secure and welcoming atmosphere (**see appendix 3**).

Staff Commitment:

All staff have a commitment to support the ethos of the school. They insist that politeness and good manners are essential and are expected to lead by example. All staff recognise the important responsibility they have to model high standards of behaviour, in dealing with the children and with each other. Their example has an important influence on the children. All staff:

- Use the whole school behaviour chart (**see appendix 2**) sanctions during lessons

The governing body will review and monitor this policy and evaluate its effectiveness.

Reviewed: Autumn 2018

Agreed by Governors: Autumn 2018

Review: Autumn 2020

- Use a blue form (**see appendix 4**) to record a behaviour incident which causes concern- this will then be passed to the key stage leader and discussed at SLT.
- Model appropriate behaviour at all times and follow the school behaviour policy and dress code
- Plan a stimulating, differentiated and personalised curriculum, which encourages motivation and challenge and avoids children becoming frustrated and bored
- Provide a caring and effective learning environment and create a positive climate with high expectations
- Promote honesty and courtesy and show appreciation of the efforts and contribution of all
- 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
- Emphasise the importance of being valued as an individual within the group
- Work positively with the class as a whole ensuring the children support each other and are aware of the needs of individual children who have difficulties.
- Work closely with children and families, informing parents and carers of positive and negative behaviour, fostering open relationships with parents and sharing expectations of behaviour for individual children
- Work with the Inclusion Manager to devise Behaviour Plan for individual children, as appropriate
- Ensure all colleagues are aware of the needs of individual children so there is a consistent approach to behaviour management

Pupil Commitment:

All staff take the time to notice general behaviour, praise good behaviour and take a shared responsibility for dealing with poor behaviour. They encourage and expect children to:

- Follow the behaviour and school uniform policy
- Follow the Behaviour Code of Conduct
- Move sensibly, safely and calmly around the school
- Speak politely and with respect to all adults and children
- Always present their very best classwork and homework
- Always listen actively and contribute positively in all that they do in school
- Look after property carefully, putting it away after use and keep their belongings tidy in the cloakroom
- Attend and leave assembly quietly, listening to the music and what is being said and actively joining in when invited to do so
- Enter and leave promptly and calmly at the start and end of the school day, break times and lunchtimes
- Respect equipment provided at break and lunchtime, using it appropriately and putting it away at the end of the session.

Break times and Lunch time

Children are supervised at break times by teachers and teaching assistants. The children are encouraged to play with a variety of equipment. Children, who appear to be alone, are encouraged by teaching staff on duty to join in games with themselves or other children. If it is wet play, the teacher supervises the children in their classroom, activities are provided. Lower Key Stage 2 and Upper Key Stage 2 have separate break times so that children have enough space on the playground.

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At lunchtime, the children are supervised by lunchtime supervisors on the play spaces outside, in the lunch hall or in the classrooms if the weather is wet. These members of staff play an important role in maintaining the ethos throughout the school. The Lunchtime Code of Conduct (**see appendix 5**) is used by Lunchtime Supervisors to ensure consistent behaviour.

A range of extra-curricular clubs are run by teachers and TAs at lunchtimes. Children who have behavioural needs, and who would benefit from a structured lunchtime, are identified and allocated to various clubs. This is discussed with the child and their parents and is seen as a positive part of their lunchtime provision.

Detentions

If a child chooses to break the behaviour code, the child will be given a detention or a time for reflection. Detention and reflection time is run daily by a member of the SLT or an experienced teacher. The child's name needs to be written in the detention book and logged.

Provision is planned for children who are receiving regular detentions, this may include a more structured lunchtime, support from Pupil Leaders or Play Leaders. Parents are informed at Parent Consultation evenings or earlier if need be. Class teachers or Key Stage Leaders will also meet with the child and their parents to share ideas for improving the child's behaviour. If a pupil receives a 15 minute detention (or anything longer) a text will be sent home.

All staff aim to teach children how to behave well. However, we all acknowledge that some children have more difficulty with this than others. Therefore, staff on duty, are informed of which children have a specific need or difficulty and where appropriate, their Individual Learning or Behaviour Plan is shared. This means all children receive equal opportunities, staff know how best to deal with children with difficulties and the way they talk and manage children is on an individual needs basis.

Monitoring

The Senior Leadership Team monitor behaviour carefully. This includes:

- Ensuring assembly themes include opportunities to reinforce positive behaviour
- The school conducts annual behaviour walks to monitor behaviour at certain times of the day. Results of these are fed back to all staff and any amendments to provision are made in order to encourage good behaviour throughout the school day
- Monitoring Children's Individual Behaviour Plan, when behaviour is an identified need
- Monitoring exclusions
- Sharing children causing concern at weekly SLT meetings

Parental partnership:

Green Lane gives high priority to clear communication within the school and to positive partnerships with parents, both of which are crucial in promoting and maintaining high standards of behaviour. With both school and parents working together, building trust and developing a common approach to behaviour expectations and support strategies, much can be achieved. Signing the Home-School Agreement shows the parents' commitment in supporting the school with children's learning and behaviour.

Parents and carers are strongly encouraged to talk to their child's class teacher about any concerns they have regarding behaviour. If the parent feels it is more serious, or the problem has not been resolved with the class teacher, they should make an appointment to see one of the Assistant Head Teachers or Deputy. Only if a problem has not been resolved at this level or is

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deemed to be very serious, should parents go straight to the Deputy Head teacher, or Head teacher. Any discussions with parents regarding incidents should be recorded on an orange form and handed to the key stage leader (**see appendix 6**).

Racist and Discriminatory Language

At Green Lane, we are an inclusive school and encourage children to respect people from all backgrounds. If a pupil uses racist or homophobic language with or without intent, a member of SLT will investigate and educate the pupil on the impact of using this language. Furthermore, the incident will be logged and shared with the local authority. For persistent breaches of this, please see 'serious behaviour and exclusions' below. Any racist or discriminatory language should be logged on the racist/discriminatory language log (shared staff/behaviour management/logs) by the adult recording it and onto a green form to be passed onto the key stage leader.

Esafty

All pupils should adhere to the Acceptable Use Policy.

Serious Behaviour and Exclusions

Senior Lunchtime Supervisors keep class teachers and Senior Leadership team updated with more serious behaviour problems. Racist or discriminatory incidents are logged and reported to the LA each term.

If a child stops the learning of other pupils or is at risk of harming themselves or others, they will spend time discussing the behaviour with the Deputy Head teacher or the Head teacher. It is the teacher's responsibility to phone the parents to inform them of this. If a pupil seriously breaches or persistently breaches the school's behaviour policy or, if by remaining in school, the pupil would seriously harm the education or welfare of the pupil or others in the school, they will be externally excluded by the Head teacher.

The school determines what is, and what is not acceptable behaviour.

The Head teacher decides the appropriate sanction.

This policy should be read alongside the 'Tackling Radicalisation and Extremism Policy'

Physical Intervention / Reasonable Force

On rare occasions circumstances may result in a situation that requires some form of physical intervention/reasonable force by staff. Our policy for this is based upon the DfE guidance, Behaviour and Discipline in Schools (Jan 2016) which states the following:

'Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property and to maintain good order and discipline in the class room'.

What is reasonable force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury to themselves or others.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. Schools rarely use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. 'Restraint' means to hold back a pupil physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil. **(Use of reasonable force Advice for head teachers, staff and governing bodies DfE July 2013) Reviewed July 2015.**

When an adult has had to use 'reasonable force', the incident will be recorded **(see Appendix 8)** and reported to the Head teacher as soon as possible and parents will be informed.

Links to Government Guidance

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf

Green Lane Primary and Nursery School Policy on: Behaviour

Appendix 1

Green Lane Consequences Chart

What is considered to be inappropriate behaviour?

 Calling out and interrupting people	 Running inside school	 Not following instructions	 Distracting others
 Swinging on a chair	 Leaving the Classroom without permission	 Name calling, being rude to each other	 Not looking after school property or other people's equipment
 Being disrespectful to adults and answering back	 Not sitting properly on the carpet	 Hurting other people	 Any other behaviour an adult feels is inappropriate

When will I be sent straight to the Head teacher or Deputy Head teacher?


Damaging school property

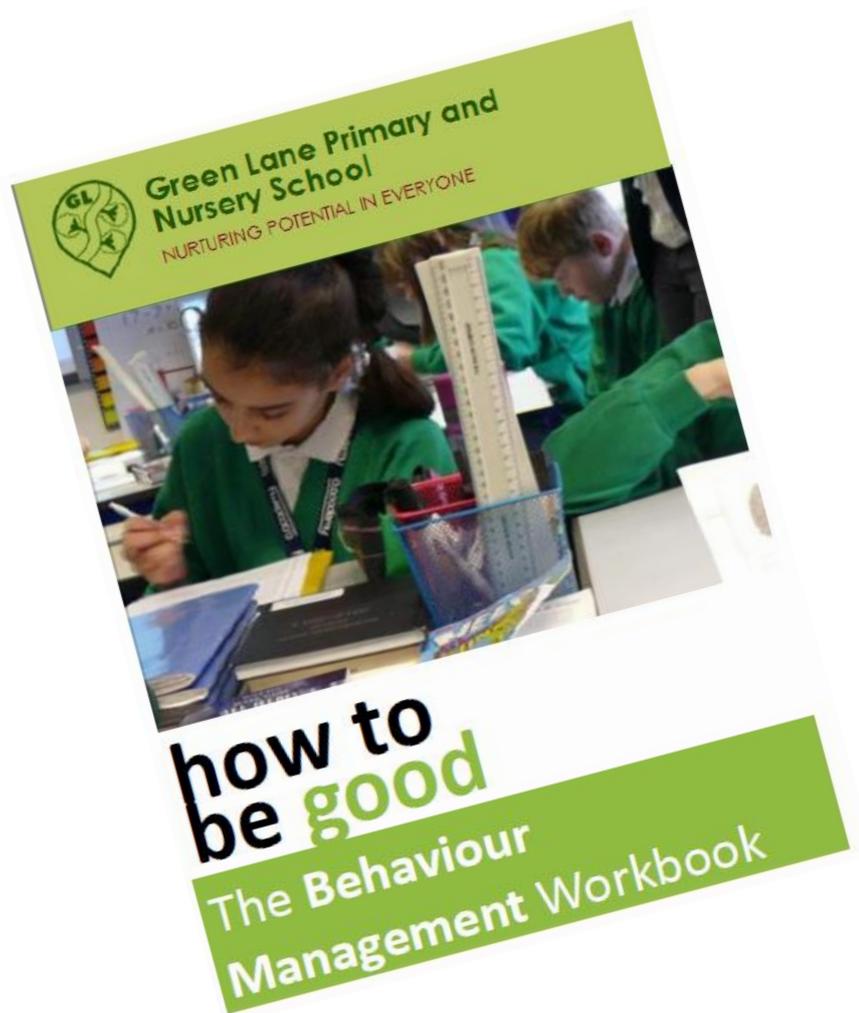

Bullying, fighting and racist comments


Refusing to do what I have been asked


Swearing at an adult

- If I have to see the Headteacher or Deputy Headteacher, they **may** decide to phone my parents.
- They **will** talk to me about my behaviour.
- They **may** exclude me from my class and they **may** exclude me from school.

Appendix 3



Green Lane Primary and Nursery School
Policy on: Behaviour

Appendix 4

GREEN LANE PRIMARY						
Behaviour Incident Form						
Name:		Class:	Date:	Time:		
Location	Classroom	Playground	Field	Break time	Lunch time	Other:
Those Involved: (By initials only)						
Incident:						
Why do you think this happened? (Pupil or adult)						
Action / Consequence: (To be completed by the adult reporting the incident) e.g. warning, detention, phone call home)						
Any further action taken:						
Has the parent been informed of the incident? <input type="checkbox"/> Yes / <input type="checkbox"/> No						
Completed By:		Signature:				
Class Teacher:		Signature:				
KST Leader:		Signature:				
Inclusion Manager:	Ms Tewari	Signature:				
Deputy Head:	Mrs Reed	Signature:				
Head Teacher:	Mrs Berlemont	Signature:				

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Appendix 5

**Behaviour Expectations at Green Lane
Consequences for unacceptable behaviour**

 Refusing to do what an adult has asked 45 minutes	 Fighting 45 minutes	 Swearing at an adult 45 minutes	 Any behaviour an adult feels is inappropriate 30 minutes
 Using bad language or name calling 15 minutes detention	 Being rude or answering back 15 minutes detention	 Disrespecting school property 15 minutes detention	 Hurting or trying to hurt other children 15 minutes detention
 Throwing food 15 minutes detention	 Playing football on the playground 5 minutes detention	 Being inside school without permission 5 minutes detention	 Going on the field without the right clothes 5 minutes detention

Appendix 6

GREEN LANE PRIMARY
Parent / Carer - RECORD OF DISCUSSION

DATE:	
Parent / Carer/ Other adult:	
Meeting requested by teacher: YES / NO	
Meeting requested by (circle): parent / carer / other adult	

NAME OF PUPIL	YEAR GROUP

Discussion:

Appendix 7

Record of Physical Intervention	
Date of incident:	Time of incident:
Pupil name:	Year Group:
Member(s) of staff involved:	
Adult witnesses to restraint:	
Pupils witnesses to restraint:	
<u>Outline of event leading to restraint:</u>	
<u>Outline of incident of restraint (including restraint method used):</u>	
<u>Outcome of restraint:</u>	
<u>Pupil Reflection:</u>	

<u>Description of any injury(ies) sustained by injured pupil and any subsequent treatment:</u>
Parent informed of incident : Yes/ No Give reason if answered 'no':
<u>Outline of parent/carer response:</u>

Name of staff completing report:	Signature:
Class Teacher :	Signature:
Head teacher :	Signature:
Deputy Head:	Signature: