

# Green Lane Primary School



## Positive Behaviour Policy

Implementation date	Revision Level	Adopted by LGB	Review Date	Responsible Person
September 2017	V2.0	12.9.17	September 2018	Jane Townend

At Green Lane we believe that a safe, happy environment of mutual respect and co-operation results in the most effective climate for learning and teaching. We want children to feel nurtured and supported, but also to do their best at all times. We will achieve this through modelling positive relationships and ensuring children understand their developmental and age appropriate rights and responsibilities. All members of the school community have a responsibility to develop and promote positive relationships, to enable all pupils to achieve their full potential and have pride in all that they do.

## **1.0 Purposes**

- To provide an environment in which children can feel safe, secure and happy
- To establish clear and consistent expectations of behaviour
- To help children in developing good standards of personal behaviour choices
- To provide an environment in which children are able to learn without disruption
- To acknowledge that every person who joins the school community has a part to play
- To foster positive, kind, caring attitudes to one another and the environment
- To develop in each child a sense of their own worth, identity and well-being
- To use positive language and the language of choice to demonstrate choices and personal responsibility.
- To enable children to recognise and name their emotions to be able to self-regulate at an age-appropriate level.
- To encourage every member of the school community to respond in a polite, thoughtful manner to one another
- To develop an understanding of the consequences of actions, conflict and resolution with increasing maturity
- Take personal responsibility and understand the link between rights and responsibilities.
- To identify and develop methods of positive reinforcement including extrinsic and intrinsic rewards

## **2.0 The school rules is:**

**MAKE SAFE, POSITIVE CHOICES** – this can be discussed with younger children as making safe choices, safe for everyone and their environment. Older children will begin to recognise that positive choices impact on self, the school and the wider world.

### **Procedures for behaviour management**

All staff should have clear and consistent expectations of pupils that are in line with our Positive Behaviour Policy. It is vital that all adult members of the community adhere to a consistent approach including consistent use of the language of choice. All interactions with the children must be in the child's best interests; ensuring that our children are able to thrive.

The school rule must be referenced regularly and discussed with children generally and with specific reference to incidents/consequences. Children will need to be taught to recognise and label their emotions and to be taught strategies for managing these emotions.

### **3.0 Developing the language of choice**

As a school we want all children to be responsible for their own behaviour. The language of choice develops the child's ability to be in charge and make their own decisions. Our rule is 'Make safe, positive choices' – a positive 'good,' safe choice for ourselves, others and our environment. Our aim is to support this decision making by offering possible consequences of positive and negative choices. Positive behaviours should be modelled, recognised, acknowledged and encouraged at all times.

#### **Managing poor behaviour choices or challenging behaviour**

There will be consequences for poor behaviour choices in or outside of the classroom. Our aim is for every child to be in control of their own behaviour, self-regulate emotions and be able to make positive choices. In some circumstances, we may need to monitor behaviour more closely in order to identify specific areas of concern. Teachers may decide to use behaviour charts, buddies and possibly 'detentions' at break, lunch which the teacher will supervise or refer a child for a 'severe'. When a child is given/referred with a severe, an incident form and witness statements are filled in (all involved complete an 'Incident Report' form) to gather all the facts/views of the incident. Speak to all involved and aim to gather a 'consensus' about what has happened ensuring all have an equal voice. Our aim is always to seek triggers/'reasons' for the behaviour and seek solutions together. The Incident Report provides an opportunity for calming the situation and gives all a voice. When consensus has been achieved the Incident

A senior member of staff will always speak to the child and parents to make them aware of the consequences. Any consequences must be measured, fair and in the best interests of the child. We will work with the child to develop an understanding of their actions and to be accountable for their choices and the consequences of these. This will be directly linked to work in SEMH/PSE, Growth Mindset, The Prevent Agenda and British Values.

A child will not be withdrawn from lessons for any amount of time, events, visits or activities without prior discussion with SLT.

A member of SLT or a senior teacher will follow up any steps deemed appropriate.

#### **Partnership with parents**

Parents will always be informed of any serious issues in a measured way. This must be done politely and in private (eg not in the 'going home line.' Please be mindful of any circumstances which could make this difficult and act accordingly. The teacher or senior member of staff may feel it is appropriate to allocate a behaviour chart to monitor the pupil's behaviour over a fixed period, for example, a week. During this time staff will indicate on the chart the behaviour in each lesson. The child shows the chart to a senior staff member at the end of each day, and then takes it home to share with parents.

In the case of other children involved, parents are advised to approach teaching staff or the Headteacher and not to approach children or their parents directly.

#### **4.0 Expectations of behaviour**

All adults and pupils are expected to contribute to creating a positive learning environment and school experience before, during and after lessons.

##### **In class**

It is important to build positive relationships with pupils, including peer to peer to develop their self-confidence. Children should arrive on time and come into class in a calm and orderly manner. They are expected to take responsibility for looking after their own possessions and the class resources and environment, according to the requirements of the teacher and the individual classroom procedures.

The learning environment should be 'organic,' stimulating, celebrate the work of pupils and relate to the learning enabling independence and positive choices.

Each half term the adults will focus on building up the use of reflective language and feature the RESPECT philosophy to help children understand the ways to make positive choices.

Moral and Social stories can be used as a device for distancing actions and exploring choices and consequences. The wider curriculum, RE and PSE (SEMH) will provide direct teaching and learning opportunities.

Restorative conversations must follow the use of any sanctions or consequences; there must always be a clear way to rebuild trust, relationships and move forward.

##### **Moving around school**

Children must be taught how to move around school safely and sensibly including the use of 'assembly hands' and indoor voices. They are not required to be silent, but must be taught to regulate the tone and use of their voice. Personal responsibility and making positive choices should be reinforced, encouraged and praised.

##### **In the playground and around school**

We foster a sense of pride in our children. They should take responsibility for looking after the whole school environment, our school community, and any visitors, helping to ensure our school is always a clean, tidy and a welcoming place to be.

The playground is a place for fun, exercise, well-being and friendship. Every child is expected to respect this and this message is reinforced regularly during class assemblies and work through PSHE lessons.

We aim to improve playtimes and lunch times by encouraging good manners and imaginative play. We will not tolerate name-calling, bullying or racism of any kind. We will always follow up any such reports and record them. In extreme cases (severe physical aggression, unacceptably challenging behaviour towards a member of staff) fixed term exclusion will be considered by a member of the Senior Leadership Team. Parents are encouraged to contact the school if they have any concerns relating to their own child's behaviour or that of other children.

The Team Teach Team (Care Team) will be called if for any reason a pupil needs to be restrained. They would employ their training to ensure a child is safe and cared for. Please see separate paperwork.

## 5.0 Rewards

Whenever possible and frequently, pupils should be commended for making good behaviour choices. This might be in the form of positive acknowledgement, praise or rewards. More substantive rewards should be given through the use of Star Cards, which are presented at Achievement Assembly.

Reward systems are age appropriate and always with the intention to promote intrinsic rewards and a sense of pride acknowledging that extrinsic rewards help us all on this journey.

Reward systems at a whole school level include 'Star card' Assemble rewards, Head Teacher's Awards, 'Always' children.

Afternoon Tea with Senior Leaders and 'The best seat in the house' are to be introduced in 2018.

Rewards at class/year group can be individualised. Class Dojo and PPL Assemblies provide a structure.

The Headteacher Award will be given to children who have shown particular examples of good work or behaviour. A prize, sticker or a gold star badge is awarded and a letter sent home to parents.

KS2 children are also rewarded by being trusted to access the Library independently during the day. The Library and 'Lego Area' are also free flow for KS2 at break and lunchtime. Children use equipment to play safely, inside and outside.

## 6.0 Exclusions

Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The government supports Headteachers in using exclusions as a sanction where it is warranted. However, permanent exclusions would only be used as a very last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in school.

The decision to exclude a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusions.

Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. In such cases the legal requirement in relation to exclusions, such as the Headteacher's duty to notify parents, still apply.

There are **three** types of exclusions:

- (1) **Fixed term** – these are short term exclusions and pupils are given a date for return to school
- (2) **Lunchtime** - pupils whose behaviour is disruptive may be excluded for a fixed period during lunchtime
- (3) **Permanent**
- (4)

## **Pupils with SEN**

As with all pupils, every avenue must be explored to understand the circumstances of any incidents and a child's motivation.

Pupils with EHCs would not be permanently excluded. Schools should make a fixed term exclusion and contact the SEN officer for an urgent review of the statement/EHCP.

## **7.0 Conclusion**

This policy gives a clear code of conduct for adults and children at Green Lane Primary School. It has been put together following discussion with the children, parents, staff and governors of the school. It reflects the values and principles that we consider to be important for our school. It will be reviewed annually and its implementation will be monitored by the governors. All staff are aware of the behaviour policy and are active in its implementation.

### **In September 2018, Year 6 pupils cited these as the salient points about behaviour:**

We respect everyone

We make good and safe choices

We look after new people and show them around

Use good manners and be polite everywhere

Be a good role model - the older ones should show the younger ones

Sort things out yourselves; tell a teacher if you need help

Walk on the ramps, they are steep and you might fall

Don't let anyone bully anyone else.

Don't talk whilst you are eating food

Behave well even if no adult is looking; behave well for yourself

If someone is lonely, play with them and don't leave anyone out

There are no 'outsiders' in our school

Go to lunch at the right time; use the clocks

Be kind to each other

Have fun and express yourself, but don't hurt others

Play fairly and share equipment outside

Take care of yourself so you don't need first aid

Keep yourself safe, inside, outside and on-line

The teachers trust you to play sensibly, don't ruin your chances

Enjoy your freedoms and privileges, don't abuse them