

Green Lane Primary School



Positive Relationships & Behaviour Policy

Implementation date	Revision Level	Adopted by LGB	Review Date	Responsible Person
September 2016	V4.0	February 2024	February 2025	Headteacher

At Green Lane we believe that a safe environment of mutual respect and co-operation results in the most effective climate for learning and teaching. We want children to feel nurtured, respected and supported and we also expect them to do their best at all times. 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. We expect all members of the GL 'Family' to make positive, considered, safe choices.

1.0 Purposes

- To provide an environment in which children feel safe, supported, secure and happy
- To establish clear and consistent expectations of behaviour for all
- 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; to develop empathy
- To notice when someone has done something for them: be grateful, to take joy in the success of others.
- To use positive language and the language of choice to demonstrate personal responsibility.
- To enable children to recognise and name their emotions to be able to self-regulate at an age-appropriate level.
- To develop an understanding of the consequences of actions, conflict and resolution with increasing maturity
- To acknowledge that resolving and moving on is a positive choice
- Take personal responsibility and understand the link between rights and responsibilities.
- To identify and develop methods of positive reinforcement including intrinsic and extrinsic rewards

2.0 The school rules is: MAKE SAFE CHOICES – this can be discussed with younger children as making safe choices about play and kindness, safe for everyone and their environment. Older children will begin to recognise that positive choices impact on self and the school and the wider world. Year 6 said, 'To live your best life.' 'To make everyone feel happy and safe.'

Procedures for behaviour management

All staff 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 and explanations e.g. why we have a routine/procedure. 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 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, praised and encouraged at all times.

Managing inappropriate behaviour choices or challenging behaviour

JT and JB are tagged in every CPOMs entry. Behaviour trends and individual incidents are analysed half-termly for supervision purposes and to prevent incidents in the future.

At all times our focus is self-regulation and discussion of choices. 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 time out at break/lunch, which the teacher will supervise, and/or refer a child to SLT. When an incident is considered serious, an Incident Form and witness statements are taken to gather all the facts. Our aim is always to seek triggers/'reasons' for the behaviour and seek solutions together, to discuss at which points in the incident that a 'better' choice could have been made.

The class teacher and/or 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. The incident must be considered resolved by all involved and all must be encouraged to 'draw a line' and move on. This will be directly linked to work on Zones of Regulation, SEMH/PSHE, Growth Mindset, The Prevent Agenda and British Values.

Dojo points or any internal reward will not be 'withdrawn' once given, a child has earned this at the time. Rather other sanctions will be discussed and parents/carers informed.

A child will not be withdrawn from lessons for any amount of time, events, visits or activities without prior discussion with SLT. We do not stand children out of lessons e.g. in corridors as this is potentially unsafe.

A member of SLT or the teacher will follow up any issues and take follow up the steps deemed appropriate.

Individual Behaviour Plans can be used short term; agreed with the pupil, discussed with parents and move from extrinsic to intrinsic rewards.

Outcomes, actions and follow up will be recorded on CPOMs.

Pupil Voice

Following discussion with pupils they instigated 'The Green Lane Promise' which is signed by classes annually and referred to which explains in 'child speak' what each area/routine requires. This also forms part of our PSHE curriculum and is addresses in regular Assemblies and class room work.

Partnership with parents

It is appropriate to allocate a Behaviour chart to monitor the pupil's behaviour over a fixed period, for example, a week or several. 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 break, lunchtime and the end of each day, and then takes it home to share with parents.

In the case of parental concerns parents are advised to approach teaching staff or the Headteacher and not under any circumstances 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 imperative to build positive relationships with pupils, including peer to peer to develop their self-confidence and social interactions. 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 individual classroom procedures.

The learning environment should be calm, but suitably 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.

The Zones of Regulation materials will be used to teach and model how to recognise emotions and make good choices.

Work on the Happy Minds project will embed our work on well-being.

Moving around school

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

In the playground and around school

We aim to foster a sense of pride in all of 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. We expect the children to walk sensibly and quietly using 'indoor voices' around the school, respecting other people.

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 enjoy playtimes and lunch times by encouraging good choices, good manners and imaginative play. We will not tolerate name-calling, bullying or racism of any kind. We have a zero tolerance of intentional violence. 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 Positive Handling Team (Care Team) will be called if for any reason a pupil needs to be restrained and/or a member of staff needs support to manage behaviour. The Team 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 keeping the rules and making good learning and 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. Small individual class rewards e.g. stickers as age appropriate

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' Assembly rewards, Headteacher/DHT Awards, 'Always' children. Afternoon Tea with Senior Leaders and being chosen for specific activities. Class Dojo points can be awarded by any staff.

Rewards at class/year group can be individualised. The whole school system is the rewarding of Dojo points. This is used by all staff. Other individual rewards and systems may be used at the teacher's discretion. Year Group/whole school Assemblies provide a structure to foster pride in one's own achievements and enjoyments in each other's achievements.

Each class teacher will record additional opportunities and pupil's participation in taking a leadership role e.g. Young Leaders, Librarians, Buddies etc.

The HT/DHT Award will be given to children who have shown particular examples of good work or behaviour. A sticker or a gold star badge is awarded and a certificate sent home to parents.

KS2 children are also rewarded by being trusted to access the Library independently during the day. Children use equipment to play safely, inside and outside.

All additional opportunities, including being a member of one of the Pupil Teams are recorded by the class teachers on the 'opportunities Sheet' to ensure parity and fairness.

6.0 Exclusions and Suspensions

Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by their 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/suspend 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. Our school considers 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.

There are **three** types of suspension:

Fixed term – these are short term suspension/ exclusions and pupils are given a date for return to school

Lunchtime - pupils whose behaviour is disruptive may be excluded for a fixed period during lunchtime or **Permanent**

Pupils with SEND As with all pupils, every avenue must be explored to understand the circumstances of any incidents and a child's motivation. Pupils with EHCs should not be permanently excluded. School could make a fixed term exclusion and contact the SEND 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 2023, Pupil Teams cited these as the salient points about behaviour:

Don't be a bystander, ask an adult for help if you need it
We respect everyone, we make good choices
Play with everyone, don't leave anyone out
Show kindness every time, use good manners and be polite everywhere
Take an interest in everyone, ask them about themselves politely
Look after new people and show them around, make them feel welcome
Be a good role model- the older ones should show the younger ones what to do
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 be unkind or bully anyone else.
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
Be kind to each other and make new friendships
Have fun and express yourself,
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
Don't abuse your freedoms and privileges
Be a mover, help people play and learn, not a blocker
Show appreciation for adults who care about you

NB Following a request from the pupils a HOUSE SYSTEM is being explored for implementation in Sept 2024. Examples from Westbourne PS and Lilycroft PS are currently being discussed.

Escalation procedure:

Award all, praise for positive behaviours

Speak to the pupil or group

Log as concern on CPOMs

Behaviour improvement chart

Speak to parents

Refer to SLT

Refer to RD

Tannoy for the Calm Team or to be supported

Incident in playground:

Theses should be resolved by the staff on duty

Refer also to the Play Leaders

If more serious – Incident Forms to be completed and refer to class teacher, then AHT, then SLT