

Green Lane Primary School



Behaviour and Discipline Policy

Implementation Date	Revision Level	Adopted by LGB	Review Date	Responsible Person
September 2016	V5.0	October 2024	October 2025	Headteacher

Rationale

At Green Lane Primary School, we believe that a safe environment of mutual respect and cooperation results in the most effective climate for teaching and learning. We want our children to feel nurtured, respected and supported. We 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 support pupils to achieve their potential and to take pride in what they do.

Aims and Purpose

- To provide an environment where pupils feel safe, supported and secure.
- To establish clear and consistent expectations of behaviour for all.
- To establish an environment in which pupils can learn without disruption.
- To foster positive, kind and caring attitudes between pupils and staff.
- To use positive language and the language of choice to build personal responsibility.
- To support pupils to self-regulate their behaviour and understand their emotions.
- To develop an understanding of consequence, conflict and resolution.
- To enable pupils to take responsibility for their actions and choices.

To support these aims, there are three school rules:

We treat everyone with respect.

We make safe choices.

We take responsibility for our choices.

School Procedures

All staff have clear and consistent expectations of pupils in line with this policy. We recognise the importance of adhering to a consistent approach including using the language of choice and expectation. All interactions must be in the child's best interests so that our pupils are able to thrive.

Our school rules need to be referred to regularly and discussed with pupils making specific reference to actions and consequences. Pupils need to be taught to recognise and talk about their emotions, as well as strategies for managing these emotions, through Zones of Regulation.

Routines should be used to teach and reinforce the behaviours expected of all pupils. Repeated practices promote the values of the school, positive behavioural norms, and certainty on the consequences of unacceptable behaviour. Any aspect of behaviour expected from pupils should be made into a commonly understood routine, for example, entering class or clearing tables at lunchtime. These routines should be simple for everyone to understand and follow.

Managing Inappropriate or Challenging Behaviour

Our aim is for every child to be in control of their own behaviour, self-regulate their emotions and to make positive choices. However, in some circumstances, we may need to monitor behaviour more closely to identify specific areas of concern. When discussing behaviour incidents with pupils we always seek to identify 'triggers' for their behaviour and seek restorative solutions together. We want our pupils to reflect on where a 'better' choice could have been made and to make these choices in the future.

We will work with the child to develop an understanding of their actions and to take responsibility for the choices they make. We want incidents to be resolved and encourage all involved to 'draw a line' and move on. This is linked to our work on restorative practice, PSHE and Zones of Regulation. We recognise that most behaviours are a form of communication. We carry out regular training so that all staff develop an understanding of ACES and equip them to identify and address these. We have had training previously and are providing training in the near future to ensure this is up-to-date.

Consequences and Sanctions

Each classroom displays the school rules and these are discussed with pupils at the start of year and at regular intervals throughout the year. An area to record behaviour is prominently displayed in each classroom. If rules are broken, a staged sequence of sanctions is followed:

Stage	Sanction
Stage 1: A verbal warning will be given	Verbal reminder about the behaviour expected.
Stage 2: The child's name will be recorded on display in the classroom	Moved to an alternate or isolated seat within the classroom for the remainder of the lesson.
Stage 3: A cross 'X' will be added to the child's name	Miss the next playtime.
Stage 4: A second cross will be added to the child's name	30 minutes spent in partner class. Appropriate work will be provided to ensure learning continues.
Stage 5: A third cross will be added to the child's name	Parents are contacted by staff. Spend a half-day working in partner class. Appropriate work will be provided to ensure learning continues.
Stage 6: A fourth cross will be added to the child's name	Parents are contacted by staff. Spend up to a day working in partner class. Appropriate work will be provided to ensure learning continues.
Stage 7: A fifth cross will be added to the child's name	Internally excluded or may be externally excluded.

Under normal circumstances, a child would receive and complete their sanction before receiving another. If this is not the case, e.g. where a number of minor incidents have followed in quick succession or in more serious incidents, sanctions are applied cumulatively e.g. a child accelerated to Stage 3 would miss playtime and be moved within the classroom.

All classes are paired with another in school. This is used as their 'partner class' when children reach Stage 3 and beyond. Children missing playtimes will be supervised by staff within the year group. During an internal exclusion, a pupil will be isolated from other children and supervised by a member of the leadership team.

Importantly, at the end of the day the board is wiped clean for a fresh start the following morning (outstanding sanctions must be completed). Pupils who reach Stage 3 will have the incidents added to CPOMs so that leaders and staff can identify patterns in their behaviour.

When appropriate, children may be considered for a Behaviour Report. The plan consists of a small number of behaviour targets aimed at rapidly addressing specific repetitive behaviours. All Behaviour Reports should be time specific and discussed with parents.

EYFS

Although the expectations of behaviour remain the same, the application of sanctions has been modified to meet the needs of pupils in EYFS. The children will learn about their emotions and simple strategies to manage them, This is done through stories, for example, The Colour Monster. A range of strategies are used to encourage the desired behaviours and support children to recognise that they have demonstrated a negative behaviour. These include:

- Praising positive behaviour in others;
- Use of the 'thinking chair';
- Parental involvement.

Serious Incidents

Serious incidents are typical of Stage 5+ type behaviours – see APPENDIX 1. Due to their nature, children may be accelerated immediately to this stage and be sent to a member of leadership. They are recorded on CPOMS. Serious incidents may be followed with partner class, internal, lunchtime exclusion or fixed-term or permanent exclusion, depending on the nature of the incident. School may seek an appointment with parents in order to discuss the situation, with a view to improving the behaviour of the child.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

At Green Lane Primary School we operate a 'Non-Violence Policy' and all incidents of a violent nature will result in a fixed-term exclusion. We want our pupils to learn that there are other appropriate choices they can make to resolve disputes without reverting to violence.

Rewards

At Green Lane Primary School we build our ethos around reward and celebration for demonstrating positive behaviours; we achieve this in a variety of ways:

- giving verbal praise to pupils so that they build a sense of intrinsic pride in themselves;
- members of staff reward exemplary learning behaviours through awarding Dojo points (these are never withdrawn once given and removal should not be used as a consequence);
- a child from each class is nominated as 'Powerful Learner' for demonstrating excellent learning behaviours and this is acknowledged in whole school fortnightly assembly;
- 'Powerful Learner of the Term' and 'Powerful Learner of the Year' are also nominated.

The Role of the Teacher

It is the responsibility of class teachers to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner in school. The school rules will be discussed with the children regularly and they will learn about emotional regulation through the Zones Of Regulation or The Colour Monster.

Class teachers have high expectations of children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in the class with respect and understanding.

If children display consistently poor behaviour, the class teacher may seek help and advice from a member of the Senior Leadership Team. The action taken will be dependent upon the severity and persistence of the offence and consider the individual's current behaviour issues. These incidents will be recorded on CPOMS and children considered for a Behaviour Report. Teachers are responsible for implementing and maintaining the plan in liaison with the Senior Leadership Team.

The Role of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. To achieve this, they will lead on staff induction, training and ensuring all staff receive ongoing support.

The Headteacher keeps an overview of all incidents via CPOMS and, in certain cases, parents are asked to come in to discuss their child's behaviour further.

The Headteacher has the responsibility for giving internal and fixed-term exclusions to individual children for serious incidents. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. This final action is only taken after the Chair of Governors and Chief Executive Officer have been notified.

The Role of Parents

The school works collaboratively with parents, so that children receive consistent messages about how to behave at home and at school.

We expect parents to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents when we have significant or ongoing concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem, the Governors should be contacted after which a complaint or appeal process can be implemented.

The Role of Governors

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but Governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Internal Suspension

Suspension is a final resort and is never undertaken lightly. Pupils may be internally excluded for persistently disruptive behaviour through the class referral system.

Fixed-Term and Permanent Exclusions

Pupils who do not respond after periods of internal exclusion will be excluded from school for serious incidents such as threatening a member of staff, stealing, unprovoked attack on another pupil, persistent fighting or bullying. Only the Headteacher has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to fifteen days in any one school year. When considering decision around internal or external exclusion, the Headteacher will take into account the needs of the pupils involved, including any additional needs they may have that lead to behaviour issues.

The Headteacher may also exclude a pupil permanently. It is possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if circumstances warrant this. If the Headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal.

The Headteacher informs the CEO, Local Authority and the Governing Body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

Physical Restraint

It is currently very unusual for school staff at Green Lane Primary School to make use of physical intervention. The school works in line with the DfE guidance (2012) on 'Use of Reasonable Force' and the guidelines of the 'Physical Restraint Policy'. Key elements are stated here and are agreed school policy:

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils, such as volunteers.

What is reasonable force?

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

Force is used either to control or restrain. This can range from guiding a pupil safely by the arm through to circumstances such as breaking up a fight or where a pupil is restrained to prevent potential violence or injury to themselves or others.

Reasonable in the circumstances means no more force than is needed.

As mentioned above, schools generally use force to control pupils or 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 out of the classroom.

Restraint means to hold back 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.

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.

When can reasonable force be used?

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.

In a school, force is used for two main reasons – to control pupils or restrain them.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always be dependent upon the individual circumstances.

Examples of when to use physical force include: removing disruptive children from a classroom when they have refused to follow an instruction to do so, preventing a pupil leaving the classroom when allowing them to leave would put others at risk, restraining a pupil at risk of harming themselves through physical outbursts. Schools cannot use force as a punishment – it is always unlawful to do so.

Searching Pupils

A separate legal provision in the Violent Crime Reduction Act (2006) makes it lawful for school staff to search suspected pupils for weapons without consent. It also deals with the seizure of items found during the course of search. Associated guidance sets out that schools can also screen pupils using electronic means such as wands or arches.

It makes clear that:

- Two members of staff must always be present at a search;
- The search must be undertaken by a staff member who is the same sex as the pupil;
- It should take place out of public view whenever possible.

A pupil might also reasonably be asked to turn out his/her pockets to hand over an item that is causing disruption, for example a mobile phone, or that has been suspected of being stolen. The school will follow the Behaviour and Discipline Policy procedures if the pupil unreasonably refuses to cooperate.

Power to Discipline beyond the School Gate

The Governing Body confirm that the Headteacher and staff are authorised to use the strategies outlined in this policy to cover the following areas:

- Pupils taking part in school visits;
- Pupils taking part in off-site educational activities;
- Pupils taking part in residential visits;
- Pupils travelling to and from school.
- Behaviour when wearing the school uniform in a public place.

Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. He also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The Senior Leadership Team records incidents where a child is sent to him/her on account of poor behaviour, for example incidents of racism or bullying. These incidents are logged and actions are followed up and recorded in children's records. The Headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

It is the responsibility of the Governing Body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

Governors' Statement of General Principles With Regard to Behaviour

Rationale

This statement has been drawn up in accordance with the Education and Inspections Act (2006) and DfE guidance (Behaviour and Discipline in Schools, 2013).

The purpose of the statement is to provide guidance for the Headteacher in drawing up the school's Positive Behaviour and Discipline Policy so that it reflects the shared aspirations and beliefs of governors, staff and parents for the pupils in school as well as taking full account of law and guidance of behaviour matters. It is intended to help all school staff to be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them.

This is a statement of principles, not practice. It is the responsibility of the Headteacher to draw up the school's Positive Behaviour and Discipline Policy, though he must take account of these principles when formulating this.

Principles

The governors at Green Lane Primary School strongly believe that high standards of behaviour lie at the heart of a successful school. This enables pupils to make the best possible progress in all aspects of their school life and ensures all staff are able to teach and promote good learning without undue interruption.

All pupils and staff have the right to feel safe at all times in school. There should be mutual respect between staff and pupils and between pupils themselves. All visitors to the school should feel safe and free from the effects of poor behaviour at all times.

Green Lane Primary School is an inclusive school. All members of the school community should be free from discrimination of any sort. To this end, the school should have a clear Anti-Bullying Policy that is known and understood by all, consistently applied and regularly monitored. Measures to protect pupils from bullying and discrimination should be clearly set out and regularly monitored for their effective implementation.

Parents and carers should be encouraged and helped to support their children's education, just as the pupils should be helped to understand their responsibilities during their time at school, in the local community and in life after school. The responsibilities of pupils, parents/carers and school staff with respect to pupils' behaviour is outlined in the Home School Agreement.

The school rules should be clearly stated in the Behaviour and Discipline Policy. These should set out expected standards of behaviour and explained to all pupils. The governors expect the rules to be consistently applied by all staff and monitored regularly.

Governors would like to see a wide range of rewards consistently and fairly applied in such a way as to encourage good behaviour in the classroom and elsewhere. These should be made clear in the Behaviour and Discipline Policy and monitored for their consistent application and effectiveness.

Sanctions for poor behaviour should be known and understood by all staff and pupils and consistently applied. The full range of sanctions should be clearly described in the Positive Behaviour and Discipline Policy so that pupils, staff and parents can understand how and when they must be applied. The Headteacher may inform the police, as appropriate, if there is evidence of a criminal act or if he fears one may take place e.g. if illegal drugs are discovered or cyber-bullying. Sanctions should be monitored for their effective impact.

The Behaviour and Discipline Policy should set out the disciplinary action that will be taken against pupils who have been found to make malicious accusations against the school staff. Governors expect the Headteacher to draw on the guidance in Dealing with Allegations of Abuse against Staff document when setting out the pastoral support that staff should expect to receive if they are wrongly accused.

The governors expect the Headteacher to include the following in some detail in the Behaviour and Discipline Policy:

Screening and searching pupils: the reasons for searching pupils should be made clear, together with details of who may search, where such searching should take place, what will happen to any banned items found as a result of such a search and what sanctions will be applied. It will also be made clear that parents do not have to be informed before a search.

The power to use reasonable force or make other physical contact: the situations in which reasonable force may be used (including removing disruptive pupils from classrooms, preventing them from leaving or from hurting themselves or others) should be stated. A definition of 'reasonable force' should be included, which should also explain how and when pupils may be restrained.

The power to discipline outside the school gates: disciplining beyond the school gates covers the school's response to all non-criminal bad behaviour and bullying that occurs anywhere off the school premises. Governors must be satisfied, in all situations arising, that the measures proposed by the Headteacher are lawful and that staff and pupils know that sanctions can be applied.

APPENDIX 1 – Guidance on applying sanctions

Following consultation with pupils and staff, the following hierarchy of behaviours were identified as relevant to each stage in terms of severity. Shaded stages require liaison with a member of leadership.

Stage	Typical Behaviours	Consequences
Stage 1: A verbal warning will be given	Swinging on a chair Making silly noises Not being on task Running in school Pushing into the dinner queue Interrupting or calling out	Verbal reminder about the behaviour expected
Stage 2: The child's name will be recorded on display in the classroom	Not following instructions Rudeness Name calling Being mean to others Being in a place where you shouldn't be	Moved to an alternate or isolated seat within the classroom for the remainder of the lesson.
Stage 3: A cross 'X' will be added to the child's name	Use of foul language Ongoing rudeness Making inappropriate remarks to other children Ignoring instructions Damaging school property	Miss the next playtime.
Stage 4: A second cross will be added to the child's name	Ongoing use of foul and inappropriate language	Parents are contacted by staff. 30 minutes spent in partner class.
Stage 5: A third cross will be added to the child's name	Leaving the classroom without permission Leaving school without permission Throwing objects to cause harm	Parents are contacted by staff. Spend a half-day working in partner class.
Stage 6: A fourth cross will be added to the child's name	Challenging authority Stealing Verbal abuse towards another person	Parents are contacted by staff. Spend up to a day working in partner class.
Stage 7: A fifth cross will be added to the child's name	Bullying Fighting and violence Physical abuse towards another person Racism Homophobia Persistent rudeness Persistent challenge to authority	Internally excluded or may be externally excluded depending on the circumstances.