



Discovery Schools
Academy Trust



Greystoke
Primary School

Enabling our children to reach
their full potential

Behaviour Policy

For effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. This policy supports the school community to work together in an effective and considerate way and in encouraging positive behaviour in and around schools

This policy was approved as follows:

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Document History

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V0.1	8.1.19	Megan Williams	Policy draft created
V0.2	12.3.19	Helen Stockill	Policy formatted for Education Standards Committee approval
V1.0	27.3.19	Helen Stockill	Policy approved by Trustees

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1. Introduction

At Greystoke we want every pupil to reach their full potential. We want them to grow socially, personally and academically and we want them to become responsible, caring and successful members of society. This behavior policy enables children to do that as well as enabling teachers to teach in an orderly and disruptive free environment.

To achieve a purposeful, happy and safe environment, we set high standards, clear guidelines, and have an ethos of respect and responsibilities. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way and in encouraging positive behaviour in and around schools.

2. Linked policies

This policy should be read in conjunction with the following policies:

- Anti-bullying policy
- E-safety policy
- Physical Intervention policy
- Exclusions policy
- Safeguarding policy
- Mental Health policy

3. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Promote** and **Maintain** clear expectations of behaviour
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

4. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

5. Purpose

Our Behaviour Policy supports the promotion of securing a positive learning environment through:

- **Setting high expectations:** Children need to know what is expected of them, where, when and why.

- **Adopting a calm and caring ethos:** To support children effectively we consider each individual's needs, showing that we care enough to be firm and/or compassionate and remain calm and focused when supporting positive behaviour changes.
- **Being consistent with our approaches:** All staff receive regular training and are provided with opportunities to discuss individual's needs and plan agreed responses to inappropriate behaviours so that these can be shared and adopted by all.
- **Implementing a positive approach:** All individuals respond more effectively when approached positively, and therefore when supporting our pupils with their behaviour we will endeavour to use positive approaches that take account of individual's needs.
- **Adopting de-escalation strategies:** Through in school recording systems and robust home/school communication inappropriate behaviours are tracked, monitored and discussed so that the overall approach to behaviour management is early and preventative intervention

6. School rules

Our school rules have been developed in conjunction with staff and pupils and are the foundation of a positive and consistent approach to behaviour management.

Around school

Children should:

- Walk quietly
- Be courteous and polite
- Show respect for adults by letting them pass first
- Show respect for all conversations and not interrupt

Before school

- Children are organised and tidy in the cloakrooms and hang coats and bags up neatly or place in lockers and securely close the locker doors.
- Children will line up in the playground when the first whistle is blown, they should be in a straight line and quiet for the second whistle, the adult in their class will collect them.

Assembly

- Children should come into assembly with their class teacher and in silence.
- Children should be collected from assembly by their class teacher and leave assembly in the same manner
- Staff sitting in assembly are responsible for maintaining discipline and praise

Playground

A high standard of good social behaviour is expected in the playground at all times with teaching staff and lunch time supervisors applying the rules uniformly.

- Staff should patrol all areas of the playground

- At the end of playtime children a whistle is blown and children stand still, on the second whistle they line up on the playground.
- During wet playtimes the children are supervised in classrooms.

Lunch time

During lunch time the same standards of behaviour is expected as during the rest of the school day. The school is currently trialing “Happy Lunchtimes”

Details of this can be found here:

[Happy Lunch Times](#)

7. Roles and responsibilities

The Advisory Board

The Advisory Board is responsible for approving the behaviour policy and monitoring its effectiveness.

Senior Leadership Team

The Senior Leadership Team is responsible for developing and implementing the behaviour policy. Ensuring that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour. The Senio will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Treating all pupils fairly and with respect
- Creating a safe and pleasant environment, physically and emotionally
- Develop a positive relationship with all pupils
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on internal systems

The senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Support the school in the implementation of this policy
- Inform the school of any changes in circumstances that may affect their child’s behaviour
- Discuss any behavioural concerns with the class teacher promptly

Pupils

Pupils are expected to:

- To work to the best of their abilities
- To treat other pupils and staff members with respect
- In class, make it possible for all pupils to learn
- Treat the school building and school property with respect
- Accept sanctions when given

8. Rewards

Positive behaviour will be rewarded with:

Rewards are:

- Praising children
- Smiles and visual encouragement
- Giving stickers
- Giving pom poms
- Giving house points for especially good work which are then recorded by adding a coloured counter to the class collection jar. House Captains will count them every week and add them to the whole school chart. The House Captains will announce the results in assembly and each half term will organise a non-uniform day for the winning house.
- Giving gold ticks for good behavior. When they have achieved 5 gold ticks they receive a star and when they get 10 stars they get a certificate during achievement assembly. Each half term any child who has accrued 10 stars will be rewarded with a hot chocolate with the headteacher
- Give a good behaviour sticker at lunch which is the equivalent to a gold tick
- Sharing good behaviour with parents on Marvellous Me
- Sharing good behavior and work with the headteacher

9. Consequences

There will be a new start every day using the rainbow cloud system. Children can move up or down the chart depending on their behaviour in class. If they are on the rainbow by the end of the day they receive a certificate to take home.

The following sanctions will apply following the order stated for low level behavior issues. Serious issues can escalate to any stage of the system at the discretion of the adult in charge:

- A first warning – move down on to the first grey cloud – children are told they need to consider their choices and put things right.
- A second warning – move down to the next grey cloud – children are told they need to think very carefully about their behaviour and this is their final warning.
- A third warning – move down to the final grey cloud – Child receives a red slip and parents are informed of behaviour.
- Serious behaviour - sent to the Head Teacher
- letter home informing parents
- parents, staff and child to discuss
- exclusion from school

Informal communication with parents are an essential part of the sanctions process and class teachers are to decide the appropriate time to discuss behaviour with parents.

Children who don't complete the appropriate amount of work in lessons can be kept in for a short time during lunch or break time, to finish this work.

We may use an internal seclusion in response to serious or persistent breaches of this policy. Pupils may be sent to their partner classroom or SLT during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

Removal from planned curricular activities and trips, such as swimming or PE will not be used as a punishment unless the unacceptable behaviour relates particularly to the activity. Pupils may be excluded from off site visits on health and safety grounds which must be discussed with the head teacher so that all other possible avenues are explored first, and exclusion from the trip is the last resort.

10. Behaviour system

As stated above in the rewards and consequences sections

11. Lunchtime behaviours

Some pupils find having unstructured periods of time, such as playtime, extremely challenging. We offer different lunchtime options for these children in the form of calm club. Where children can sit in a classroom and play games.

See Happy lunchtimes link for rewards and consequences for lunch time behaviours.

[Happy Lunch Times](#)

12. Personalised approach

Some pupils who have difficulties in managing their behaviours, may need a more personalised approach (such as an agreed Behaviour Plan or a learning engagement strategy) to help understand their behaviour and to help them to make the right choices; this will be agreed between the pupil, class teacher, parents and relevant members of the school staff which could include the Special Education Needs Co-ordinator.

13. Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

14. Exclusions

On rare occasions there may be a need to directly exclude a pupil. This may mean that the staged behaviour systems would have been bypassed. Violent or extremely abusive behaviour towards peers, an adult or school property could result in an exclusion.

There are three types of exclusions used:

1. **Lunchtime exclusion** – If a child is persistently disruptive, unsafe or jeopardising the safety of others at lunchtime a lunchtime exclusion will be considered. The pupil is excluded from the school premises for one or more lunchtimes. Parents/carers are required to pick up by their child and return them to school in time for afternoon registration. This course of action occurs when we feel a child is unsafe or jeopardising the safety of others.
2. **External suspension** – This is a temporary suspension which can be between 0.5 and 5 school days. This is to give the child a period to reflect on the behaviours that have been deemed unacceptable. During this time staff can discuss and implement strategies so that the pupil's return is a positive experience.
3. **Permanent exclusion**—This would only occur when all interventions for support have been exhausted and staff believe that the school is unable to further meet the pupils needs.

A build up in exclusions over time could result in a permanent exclusion. This decision would not be taken lightly and would ultimately be sanctioned by the headteacher. Further information regarding exclusions is stated in the school's exclusion policy.

15. Off-site behaviour

Pupils need to understand that the school expects the same standards of behaviour from them in all the following situations:

- Taking part in any school organised or school related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school

Or, misbehaviour at any time, whether or not the above conditions apply, that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

In any of the above circumstances the Headteacher will consider if the behaviour is criminal or poses a threat a member of the public, in which case the police will be informed. The behaviour of pupils outside of school can be considered as grounds for exclusion.

16. Malicious allegations

Pupils that are found to have made malicious allegations will have breached the aims and expectations of behaviour listed in this policy. Malicious allegations will not be tolerated, and sanctions will be applied to any child making malicious allegations, appropriate to the child's age and the allegation they have made.

In such cases parents will always informed of their child's behaviour and sanctions applied.

The headteacher will consider whether any disciplinary action is appropriate against the pupil who made the allegation, or the police will be asked to consider whether any action might be appropriate against the person responsible, including situations where the individual concerned was not a pupil.

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

If a malicious accusation has been made against a member of staff, the headteacher and the advisory board will ensure suitable pastoral care is provided.

17. Physical restraint

School staff can use reasonable force to either control or restrain pupils. A number of staff members have Safety Intervention training. This programme is designed to consider the care, welfare, safety and security of pupils as well as defuse challenging situations.

Safety Intervention Training also trains staff to use reasonable force, if necessary, to prevent pupils from harming themselves or others.

The decision on whether or not to physically intervene is down to the professional judgement of the member of staff concerned and has to be judged on a case-by-case basis, depending on the circumstances. Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Our Physical Intervention Policy contains further details.

18. Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.

Possession of any prohibited items include: Knives or weapons, stolen items, alcohol, illegal drugs, tobacco and cigarette papers, fireworks or any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the [DfE's latest guidance on searching, screening and confiscation.](#)

19. Pupil transition

To ensure a smooth transition to the next year and/or school settings, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

20. Staff development and support

Our staff are provided with training on managing behaviour and positive behaviour management strategies. Some members of staff are Safety Intervention trained. However, behaviour management forms part of whole staff continuing professional development.

21. Review

This behaviour policy will be reviewed by the Senior Leadership Team and the advisory board every year to ensure it is meeting the needs of the school. At each review, the policy will be adopted by the Advisory Board.

The Education Standards Committee will review the exemplar policy template every three years.

Appendix 1: LES behaviour plan example



XXXXX Behaviour Plan

Updated XXXXX

Adults who work directly with XXXXXX:

Adults who have regular contact with XXXXXX:

Escalating behaviours: •	Crisis behaviours: •
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Reasons why these behaviours may occur:

Strategies:

Rewards:

Other relevant documents:

- Safety Intervention Handling Plan
- Learning Engagement Strategy Targets/PPP targets