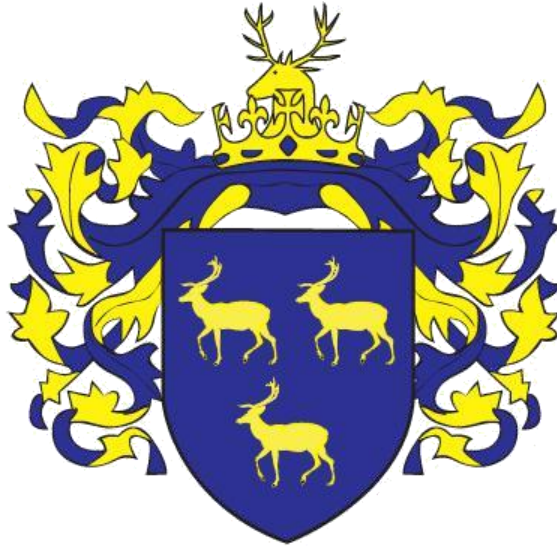


# Green Meadow Independent Primary School



## BEHAVIOUR MANAGEMENT POLICY

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This policy should be read in conjunction with the Schools Safeguarding and Child protection Policies/File.

Green Meadow School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, pupils and visitors to share this commitment. All outcomes generated by this document must take account of and contribute to safeguarding and promoting the welfare of children and young people at Green Meadow School.

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# Green Meadow Independent Primary School

## Behaviour Management Policy

At Green Meadow Independent Primary School we believe our school is a community and that it is vitally important that everyone is safe and happy within it.

We aim to provide an environment in which our children are secure and confident, irrespective of gender, disability, and ethnicity, social, cultural or religious background.

By stating through our school policy, the expectations that we have, for the way in which each member of our school community should conduct themselves, a common understanding is promoted that helps to ensure our school is a safe and orderly community of learners. Our agreed principles of behaviour and discipline, brings the advantages of:

- benefits to the pupils;
- guidance to staff;
- clearly informing parents;
- consistency with the expectations of the community;

### Policy Aims

The aims of this policy are:

- To highlight **all** that is best at the school, ensuring **all** pupils receive recognition within a culture that strives for excellence and is actively supported by pupils and staff
- To maintain order and good discipline throughout the school, overseen by the Headteacher and management team
- to enable all members of the School community to be clear about the standards of behaviour expected and the appropriate responses to any lapses;
- to promote good behaviour and to ensure school policy is followed whenever a pupil displays unacceptable behaviour.
- To encourage timely action in the event that a Pupil's behaviour or performance proves to be unsatisfactory or unacceptable.
- to ensure fair and equal treatment of all Pupils and, so far as possible, that every pupil in this School is able to benefit from and make his or her full contribution to the life of the School, consistent always with the needs of the school community. This also applies to pupils with SEN and or disabilities. Reasonable adjustments are made for these pupils and is in line with the Equalities Act 2010.

## Good behaviour creates a better climate for learning.

By reinforcing good behaviour and discouraging poor behaviour we aim to foster in each child the ability to:

- determine right from wrong;
- grow in independent thought and judgment;
- take responsibility for their own actions.

We aim to:

- create a community where all its members feel valued and respected and where the building of positive relationships is paramount.
- help children grow, live and work in a safe, happy and secure environment and become positive, responsible and independent members of the community.
- create an environment that is stimulating and enriching and in which effective learning and teaching can take place.
- to teach, through the school curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others, property and the world around us.
- treat all children fairly and apply this policy in a consistent way.

## Code of Conduct

***Rules are most effective when kept to a minimum.***

We provide for our learners a set of 'Golden Rules'

- We are kind and honest
- We respect each other and property
- We always try our best
- We listen to each other and use kind words
- We behave in a way which is safe for everyone

## The Green Meadow Code – The 3 'C's

- Take **care** of yourself, of others, of property.
- Show **courtesy**, be polite to all.
- Show **consideration** to the whole Green Meadow community.

In addition to the 'golden rules', each class has its own classroom code which is agreed by the children and displayed in the classroom. It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

Class Teachers have high expectations of the children's behaviour and they strive to ensure that all children work to the best of their ability.

The rules and code are discussed with pupils as part of the Personal, Social, Health and Citizenship Education curriculum and in assemblies. We expect all members of our community to become familiar with these rules and to apply them in their daily life.

The Green Meadow School philosophy is structured to create a sense of freedom within which individuality is encouraged, personal growth and self-confidence promoted and freedom of expression is encouraged. The extent of that freedom is defined by the Discipline Code (“the Code”), and the responsibility is placed on the Pupil to enjoy the freedom within the parameters of this Code. Green Meadow School offers an education without fear.

The Discipline Code is a partnership between Green Meadow School, Parents and Pupils. This Code is applicable whilst Pupils and Parents are on Green Meadow School’s premises, at School functions or on any occasion where they are identifiable as Green Meadow School Pupils or Parents.

The Code is to be read in conjunction with Green Meadow School rules, policies and protocols and should be considered from the perspective of the core values and ethos of Green Meadow School. By accepting a place that may be offered by Green Meadow School, Parents and Pupils confirm that they have accepted and are bound by this Code, Green Meadow School rules, policies and protocols as well as the core values and ethos of Green Meadow School.

The Staff understand and are bound by the policies and shall apply them accordingly.

It is the responsibility of Parents to support Green Meadow School in enforcing the Code. Parents are requested to communicate any concerns openly and constructively to the headmistress or management team and to do so without lobbying other parents, other pupils, members of staff or outside parties until such time as all internal processes have been exhausted.

The code of conduct, which can be summarised as follows:

- ❖ Everyone has a right to feel secure and to be treated with respect at Green Meadow School. Harassment and bullying will not be tolerated. Our Anti-bullying policy is available on request. The school is strongly committed to promoting equal opportunities for all, regardless of race, gender or sexual orientation or physical disability or learning difficulty (this is further detailed in our Equal Opportunities Policy – available on request).
- ❖ We expect pupils to treat all staff- academic, administrative, catering, maintenance and other support staff - and each other with consideration and good manners and to respond positively to the opportunities and challenges of school life. They should follow the School’s Rules and Regulations and other regulations, such as those set out for standards of dress, and understand what is expected of them and why sanctions may be imposed for inconsiderate behaviour.
- ❖ We expect pupils to be ready to learn and to participate in School activities. Pupils should attend School and all lessons punctually. If pupils do not follow these procedures the school follow the actions detailed in the Missing School Pupil policy – available on request.
- ❖ Everyone at our school should feel valued and listened to. All voices matter and it is our duty to listen to all, teachers, children and other staff members. At the same time we expect everyone to be honest giving a true picture of what happens and how they experience it.



All members of the community should care for the buildings, equipment and furniture. We expect pupils to behave at all times in a manner that reflects the best interests of the whole community.

## Community Rules

Green Meadow School aims to help every pupil to learn to take responsibility for her or his own actions and to recognise the importance of certain rules designed to protect both the individual and the community. The Rules and Regulations are founded on the principles of consideration for the health and safety and emotional and physical wellbeing of everyone. They apply to all age groups and at all times when the pupil is:

- at School;
- representing the School or wearing School uniform;
- travelling to and from School;
- associated with the School at any time.

Pupils are expected to know and understand the rules and to read them through with their parents to whom they are communicated when a pupil joins the School. They may be amended from time to time and are reinforced at assemblies and on other appropriate occasions.

## Guidance for All Staff

***One of the most powerful determinants of a child's behaviour is a positive adult role model.***

Positive reinforcement of good behaviour is more effective than negative punishments.

Although there are agreed sanctions for children who misbehave, encouragement of good behaviour is far more important. Staff should praise children who behave in a polite, helpful, considerate and sensible manner. Verbal feedback on behaviour deserves a high priority around the whole school and during off-site visits. Good behaviour and positive attitudes should be discussed in P.S.H.C.E. lessons, Circle Time and assemblies. There are a variety of ways that staff can acknowledge and reinforce positive behaviour and other pupil achievements. For example:

- ✓ use verbal praise;
- ✓ stickers;
- ✓ certificates;
- ✓ class dojo points;
- ✓ reward charts;
- ✓ inform parents.

A well managed and well planned environment not only stimulates the learner but reduces the prospect of potential problems. Staff should ensure that all learning activities are well planned, organised and resourced, as this will help the child to know what is expected of her/him.

Classes that have well-organised lessons that are well prepared and that take into account the full range of the learning abilities, tend to have few discipline problems. A calm, controlled, learning environment is conducive to positive learning and helps to give the child a feeling of security and confidence. The climate for learning, in or out of the classroom, can promote good behaviour.

All children should be treated with sensitivity to maintain and raise self-esteem.

Comments made to a child should focus on the positive and be made positively and constructively. Where disapproval is used, it should focus on the behaviour rather than the child.

Staff should, where practicable, take time to explain the reasons for a child being asked to do something. Every care should be taken to demonstrate respect and care for people and property. The child should be listened to and spoken to calmly. There should never be the intention to belittle or demean. Every effort should be made to diffuse potential problems before they arise. This may be done by discussion, good organisation, consultation and similar strategies.

Behaviour such as bullying, rudeness, fighting, swearing, is never acceptable and should be dealt with when encountered.

It is not normally necessary to shout.

The use of physical punishments will not be supported under any circumstances.

The school will work with the child's parents/carers to help modify poor behaviour through approaches that are applied consistently at home and school.

The Headteacher reserves the right to inform a parent/carer of her/his child's unacceptable behaviour, which may under extreme circumstances lead to exclusion.

Staff should consult with the Management Team when behaviour becomes a concern.

Any behaviour that requires an investigation will be recorded on an incident form which will be shared with relevant staff and filed with class records.

### **Guidance when dealing with issues during unstructured time**

#### ***A child's behaviour is dealt with according to her/his age and level of understanding.***

When disputes arise, all children involved should be given the opportunity to explain their case without interruption. They should be encouraged to find a solution. No blame should be attached to one child more than another until all the facts have been determined.

Where appropriate, each child should be asked to apologise and make friends after disputes.

Time needs to be put aside to repair and rebuild.

All staff should maintain high expectations for good behaviour, apply the policy consistently and fairly and set a good example of calm, polite and friendly relationships. One of the most powerful determinants of behaviour management is the example adults and older pupils set, particularly when managing conflict.

### Rewarding Good Behaviour

The school's culture and policies about behaviour are designed to encourage positive behaviour and self-discipline. Our aim is to reward and promote good behaviour. All staff

celebrate pupils' successes, promote high standards of effort and behaviour and encourage pupil progress using both written and oral praise whenever possible.

This system extends to cultural and sporting activities where social skills in particular are rewarded. School reports aim to constructively convey all a pupil's achievements to his or her parents.

***We reinforce good behaviour and help children to feel good about themselves.***

In addition to the points mentioned we reward good behaviour by:

- ✓ A quiet word, or smile of acknowledgement.
- ✓ Written comment on a child's work.
- ✓ Public praise.
- ✓ Visit to another member of staff, including the headteacher.
- ✓ Informing parent by letter or verbally.
- ✓ Name on the class Reward Board.
- ✓ Award certificates
- ✓ Class Dojo points

### Teaching and Learning-in relation to behaviour

Green Meadow School aims to raise and support the aspirations of all its pupils and to help them to appreciate that there are no barriers to their potential achievements both inside and outside the classroom. Pupils are encouraged to behave responsibly in class, concentrate on their tasks, listen effectively and contribute well to discussion.

#### Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes.
- Non-completion of classwork or homework.
- Poor attitude.

#### Serious misbehaviour is defined as:

- Repeated breaches of the school rules that lead to unreasonable high level disruption of children's right to learn.
- Any form of bullying, harassment or discrimination such as racist, sexist or homophobic behaviours (please see Anti-bullying Policy).
- Physical violence or verbal aggression directed towards an adult or pupil.
- Use of object/weapons to hurt others.
- Throwing objects.



- Serious/ continued bullying incidents.
- Intentional vandalism leading to significant damage of school property and resources.
- Consistent refusal to work.
- Shouting at adults.
- Consistent refusal to follow instructions.
- Intimidating others.
- Consistent inappropriate behaviour.
- Threatening behaviour or language (intentional swearing).
- Bringing school into disrepute.
- Possession of 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).

### **Dealing with Unacceptable Behaviour**

***Each child needs to learn the consequences of their own actions and take responsibility for the way in which they behave.***

If an adult is confident that a child has an understanding of the 'Golden Rules' and the 'Code of Conduct' and is able to differentiate between right and wrong, yet behaves in a way that is unacceptable, it will be necessary to use sanctions as a deterrent. The pupil will be told that his/her behaviour is unsuitable, be given the opportunity to discuss the situation and will be encouraged to modify that behaviour. Where appropriate the adult will then adhere to the agreed system of sanction.

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher reprimands them. If a child continues after a warning, we may take the child out of the of the class until they are in a position to work sensibly again with others.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and the child will not take part for the rest of that session. In extreme cases, where staff are unable to calm a child sufficiently to ensure the safety of others, the school will call the parents/carer to pick up the child.
- If a child threatens, hurts or bullies another pupil, the class teacher records the incident, informs the headteacher and sanctions are put in place to help them understand that their behaviour is not acceptable. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents/carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

Advice and assistance for the school and the pupil may be sought from other professionals e.g. Specialists in Social, Emotional and Mental Health or Child and Adolescence Mental Health Services. The child may be placed on the Special Educational Needs Register.

Once a child has been placed onto the Special Educational Needs Register the school will use a graduated response, which recognises there is a continuum of need with regards to behaviour. This brings increasing specialist expertise to bear on the difficulties the child may be experiencing. Additional support can be provided within school involving the use of positive targeted strategies e.g. enhanced reward systems, behaviour targets, social skills work, and nurture groups. In these cases, the child concerned may have adapted / additional rewards, sanctions and guidelines for behaviour to those in the behaviour policy and these will be communicated to all staff. A Pastoral Support Plan will be drawn up for those children who persist in displaying unacceptable behaviour and where prior strategies have not been effective.

At this stage there will be increased parent/carer involvement and multi-agency support services to plan and regularly review Pastoral Support Plans.

### **Suspensions, Dismissals and Exclusions**

Extremely serious or persistent misconduct may result in the pupil receiving an exclusion from school.

The final sanction the school has available to deal with the most severe behaviour is permanent exclusion. This may be used as a result of all other interventions being applied and having failed and the pupil persisting in inappropriate behaviour. If the headteacher excludes a pupil, they inform the parents/carers immediately, giving reasons for the exclusion.

The Headteacher has the right, in consultation with Green Meadow School management team, to suspend or dismiss a child from the school immediately should an offence warrant such action.

### **The Role of Parents/ Carers**

Parents/carers have a vital role to play in their children's education. The school works collaboratively with parents/carers, so children receive consistent messages about how to behave at home and at school. We explain the school rules in the school prospectus, and we expect parents/carers to read these and support them. We expect parents/carers 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/carers immediately if we have concerns about their child's welfare or behaviour.