



# GREEN LANES SCHOOL POLICY

## FOR

### Behaviour and Discipline

*It is our vision and aim to create a learning experience in which **every** child will achieve and realise their full potential. At Green Lanes Primary school, we create caring, confident and committed learners for life.*

<u>Date reviewed</u>	<u>Signed by Green Lanes governing body</u>
<u>Date reviewed</u>	<u>Signed by Headteacher</u>
<u>Date Reviewed</u>	<u>Signed by other consulted stakeholder</u>
<u>Next Date for review</u>	<u>Autumn 2017</u>

## **Behaviour and Discipline Policy**

### **Whole School Ethos**

It is our policy to create an ethos within the school of caring and responsibility, one where every child and member of the school community is valued. This policy links with the teaching and learning policy, staff code of conduct policy, home school agreement, internet safety policy, attendance policy and British Values policy.

Time is invested at the beginning of the school year in establishing a clear view of expectations of good behaviour and caring attitudes during whole-school these are shared with pupils, parents, governors and staff. The use of Protective behaviours, PSHCE and philosophy for children is also taught and reinforced throughout the school. All adults within the school will provide a role model and example to be followed. Bullying of any form is not tolerated and Green Lanes Primary strives to be a 'No-bullying' school. Staff receive regular CPD in developing a positive approach to managing behaviour including Herts Steps and Protective behaviours.

### **Positive Expectations**

We wish to educate pupils to think and act for themselves, with an acceptable set of personal qualities which will not only benefit them during their time at school but will prepare them for the wider social demands of adult life. All staff should model positive attitudes to pupils through their interactions with them.

Our expectations are that the children will:

- Recognise the effect their actions will have on others
- Be aware that bullying will not be tolerated in any form and the effect it has
- Understand the need for tolerance and difference
- Be aware of the value of sharing and helping others
- Understand the importance of being honest
- Understand the need for respect for others and their possessions

### **Behaviour Within School**

Our rules are concerned with what we do rather than do not do.

We aim to promote good behaviour by:

- 1) Giving praise whenever possible in order to emphasise the positive aspects of behaviour- whole school house points and behaviour green triangles reinforce this.
- 2) Encouraging the child's sense of their own value and the value of others
- 3) Fostering self-esteem within the class and the whole school
- 4) Allowing children to take on responsibilities within the school
- 5) Helping children to understand the rationale behind the rules, rewards and sanctions
- 6) Helping children to become resilient learners and individuals

As a school we do not tolerate the use of foul language or physical behaviour. All incidents are recorded and discussed with the pupil/s affected. Parent/carers are informed of any incidents and logs are kept to form a chronology of incidents or individuals.

The school operates a zero tolerance on bullying in any of its forms (See anti-bullying policy). We emphasise strongly the value of tolerance, and we aim to overcome sexist, homophobic and racist behaviour through focus educational weeks, parent support workshops and curriculum planning.

### **Rules**

We try to keep our rules to a minimum, explain them clearly and make sure the children understand the reasons behind them by helping set them. The code of conduct is explained and reminded weekly in assemblies and by the house captains.

Our aim is that the children should feel safe and secure in all areas of the school not simply within the classroom but about the school buildings, in the playground, school grounds and the cloakrooms.

Our code of conduct is:

- We are a no bullying school- this means that we are never physical, say unkind things or not let children join our games.
- We walk down the left hand side of the corridors
- We respect each other and are polite in how we talk (and sign) to each other, adults and children.
- We hold doors not just for adults but other children.
- We always make sure that Every Piece of Work is our very best
- We look smart on the outside and this helps us to remember we are smart on the inside.
- We respect school property and belongings

### **Use of physical restraint**

Physical restraint of a child should only ever be used if the child is in danger of harming themselves, others or property and should only be done by trained members of staff. Refer to the physical restraint policy. Staff members are trained in de-escalation strategies using Herts Steps.

### **School Buildings**

Children are expected to conduct themselves quietly and sensibly within the buildings and on entering and leaving school, not to run in the corridors and to act politely towards each other, school staff and visitors.

### **Playground**

The rules for the playground include; no negative behaviour including, name calling and overtly physical play; turns to be taken on the playground equipment; permission to be sought before going indoors. Incidents and trends are recorded and class teachers are informed of any incidents which happen during play or lunch times.

Children are not allowed to use playground equipment before and after school as no member of staff is on duty to supervise.

### **Dining Room**

Children are expected to behave calmly in the dining room and this is a social occasion where quiet talking is allowed.

### **The Role of the Teacher**

Each teacher should organise their classroom in order to make learning safe, comfortable and enjoyable. Staff must treat the children fairly and consistently, whilst expecting high standards of behaviour.

Children are encouraged to adopt a respectful attitude to both adults and other children.

Each class sets out some simple class rules and a code of practice at the beginning of the school year. These are clearly displayed in the classroom and referred to when using the green (positive behaviours) and red (negative behaviours) triangles. Foundation have a sun (positive behaviours) and cloud (negative behaviours).

## **Rewards and Sanctions**

Children rightly expect a fair and consistent use of rewards and sanctions throughout the school.

Each class adopts a simple reward system which is meaningful and accessible to the age of the children, for example; the use of a green triangle system to recognise positive behaviour and a red triangle, to combat negative behaviour. Children may also be rewarded for positive behaviour by earning house points, certificates, stickers or being recognised as a star of the week at KS2 or Brilliant worker at FS and KS1.

These coherent systems of rewards cover the broadest possible range of behaviour including modelling positive behaviours and academic achievements.

Sanctions should be properly explained, they should be appropriate to the misdeed and in keeping with the school's policy.

At all times there should be a staged approach to sanctions and should follow the following approach. However all racist/physical/bullying behaviour should be escalated to immediate action by a SLT member:-

- Low level sanctions to consist of a simple reminder of the rules verbally or non-verbally first before the red triangle is used. A child may be moved onto the lower level of the red triangle and can earn themselves onto the green triangle by demonstrating positive behaviours. Escalating or regular patterns of behaviour should include a discussion as to what happened, the effect on others and why the sanction was given. Parent/carers should be informed of any sanctions given- verbally or via red detention slips (KS2)
- Behaviour/pastoral support team can be requested to support individuals or groups under a triage system.
- For bullying or physical behaviour, a full investigation should take place by a member of the SLT (bullying and racist incident forms completed).
- If the behaviour is persistent or extreme, an exclusion may be given by the headteacher or in her absence the deputy headteacher. Carers/parents should be notified immediately and the school should follow the procedures set down by the DfES.

## **Relationships with carers/parents**

We try to involve carers/parents in all aspects of the school life and to foster friendly relationships. At the start of the year parents are reminded of the home school agreement and their role in supporting their child and expectations of behaviour.

Carers/parents receive both oral and written communications as to the school's expectations regarding behaviour and discipline within the school at the start of the year in briefing sessions and as part of the home school agreement.

Carers/parents receive written progress reports at the end of each term during the year and there are two parent/teacher consultation meetings.

Staff are available at other times to discuss any problems, including discipline if carers/parents wish. SEND support team also offers monthly coffee afternoons and support via the parent support worker as well as trained members of staff to support both pupils and parents. Internal support is offered to individual children and parents to support behaviour these include art therapy, nurture sessions and time for talk.

### **Links with other agencies**

External links are made with a range of agencies to support children and parents these include Parc ESC base, Families First, SEND and integration team.