

## Positive Behaviour Policy

The behaviour policy sets out our school's approach to ensuring high standards of behaviour in and around the school. This ensures that our approach is consistent in all contexts and with all staff. Our policy is built around the principle that Greenmount should provide for every child, the chance to believe and achieve. The written statement of behaviour principles is in Appendix 1.

At Greenmount we have a positive and inclusive approach to managing behaviour through a range of positive behaviour management strategies.

We have developed a whole school approach that we believe is fair and can be consistently used by all members of staff.

### **Expectations**

The Greenmountaineers code (CLIMB) sets out the expectations we have of everybody in our school. These rules are then incorporated into our CLIMB values. They aim to develop respect for each other as individuals regardless of race, gender, religion, ability or circumstances. Posters showing these expectations are displayed in classrooms and in other key areas around the school, so that all staff might refer to them when there is a need to remind children of expectations. In addition, teachers work with their classes at the start of each academic year to discuss in detail how these are applied in practice.

The expectations are:

1. Listen
2. Follow instructions
3. Be kind to others
4. Look after property
5. Try your best

**Confidence**  
**Learning**  
**Independence**  
**Motivation**  
**Belief**

## **REWARDS**

### **House Points**

All staff at Greenmount are able to give house points to children who display good behaviour, attitudes or work. House points are recorded on tally charts throughout the school, totalled weekly and announced in assembly. The houses are named after famous Mountain Ranges; Andes, Alps, Himalayas and Rockies.



New  
Heights of  
Achievements

At the end of each half term the winning house will receive a reward which will be a pizza party, picnic in the park, movie afternoon or special visit.

### **Movies/sleepovers**

Children that have behaved well will also be invited to movie night or school sleepovers as an additional incentive.

### **Headteacher Awards**

Pupils who demonstrate excellence are awarded a Headteacher's Award. Such pupils are sent to the Headteacher or Deputy to share their excellent work or behaviour.

### **Verbal praise and stickers**

will be given freely to encourage all children. Children can also be sent to another member of staff/headteacher to receive praise if they have worked or behaved well.

### **Star of the week Award**

Each class teacher selects a pupil from their class who deserves to have their achievement recognised from that week. The child will receive a certificate and a special mention in Monday Celebration assembly. They are then invited to the celebration café for refreshments and a special badge.

## **SANCTIONS**

There will be occasions when things go wrong and behaviour falls below our expectations. In these cases, it is important that children know that there are clear consequences to their behaviour and that all staff will apply these consequences consistently whilst taking into account individual circumstances and needs.

### **In the classroom**

**Phase 1** - Verbal warning – this may be directed at an individual or the whole class.

**Phase 2** - If the child breaks the rules a second time the child should be moved and asked to work in isolation within the classroom.

**Phase 3** - If the child breaks the rules a third time or if the behaviour is of a serious nature (racism, violence or threatening behaviour, bullying) the child should be sent for time out in the classroom of the team leader until the end of that learning



session. If team leaders are on PPA or absent please send children to AHT/DHT office (main school).

At this point class teachers should record the incident onto CPOMS which will be monitored for persistent offenders and parents will be invited into school if behaviour does not improve.

#### **Headteacher Involvement**

Where earlier stages of the process have been ineffective in improving behaviour, pupils will be taken to the headteacher or deputy. At this stage, appropriate sanctions may include removal from class for an extended period, internal exclusion, or in some cases a fixed-term or permanent exclusion may be required. In cases of intentional physical harm, or refusal to follow instructions given by a member of staff, sanctions will move immediately to stage 5.

#### **Lunchtime/playtimes**

We continue to encourage a positive approach to behaviour throughout the day, including breaks. The policy is such that it can be continued at lunchtimes.

#### **Playground Sanctions.**

- a) Minor incidents should be dealt with immediately by speaking directly to the child/children concerned and reminding them of appropriate behaviour. If behaviour does not improve they can be asked to stand at the wall for a period of time.
- b) Serious incidents should be entered onto CPOMS.
- c) Persistently poor behaviour or fighting etc in the playground will result in the child being kept inside.
- d) Depending on events, parents may also be consulted.

#### **Bullying and Racial Harassment**

Staff should refer to the Anti-bullying policy. Any hate crime or incidents of a racist nature should be entered onto CPOMS and a HIRS filling in to report to the LA.

#### **Incidents outside of school**

The school takes seriously its responsibility to set high expectations of pupil behaviour, including outside of school. Where pupils are known to have behaved in a manner contrary to the school's expectations outside of school, the behaviour policy will be applied as if the incident were to have happened in school. In such cases, parents will be informed of the actions taken and the grounds for such actions. Where behaviour outside of school may indicate potential risk of neglectful care or parenting, it may be appropriate for the incident to be recorded as a safeguarding concern using the appropriate channels.

#### **Headteacher discretion**

Where incidents are referred to the headteacher, the headteacher will decide on the appropriate course of action based on both the incident being considered, and known prior incidents.

### **Removal from class**

In some cases, it may be appropriate to remove a pupil from the company of his/her peers for part of a school session. In such cases, the pupil will work in the Headteacher's or Deputy Headteacher's office, completing work set by the class teacher or headteacher as appropriate. The intention will be for the pupil to return to lessons at the earliest opportunity.

### **Internal Exclusion**

Where a child is at risk of exclusion, it may be appropriate for an internal exclusion to be used in the first instance. This is intended to make clear to the pupil the need for a significant change in behaviour. In such cases, the pupil will work in the Headteacher or Deputy Head's office, completing work set by the class teacher or headteacher as appropriate. Where an internal exclusion is used to manage behaviour, parents will be informed by letter. In addition, a request will be made for parents to attend a meeting with the headteacher to discuss the pupil's reintegration into their class, and to ensure that all parties are clear about the risks of further misbehaviour which might lead to fixed-term or permanent exclusion.

### **Fixed-Term Exclusion**

Fixed-term exclusions are permitted by law as a tool for maintaining good discipline. In all circumstances the school will have regard to the guidance set out in the government guidance at <https://www.gov.uk/government/publications/school-exclusion>

### **Permanent Exclusion**

In exceptional circumstances, it may be appropriate to permanently exclude a child from Greenmount Primary School. This decision will be considered as a last resort where it is felt that a child's continued attendance at the school would seriously harm the education or welfare of other pupils in the school, or in cases of serious or persistent breaches of this policy, in line with the government guidance.

**Date: May 2018**

**Review date: May 2020**

## Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

**The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.**

**This written statement of behaviour principles is reviewed and approved by the Governing Board every two years.**