

Inspiring children to believe and achieve.

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.

We aim to achieve this through positive interactions with pupils, including when it is necessary to apply sanctions to maintain high standards of behaviour. All staff, on joining the school, will be made aware of the details of the policy, and it should be applied consistently in all contexts of the school. The headteacher and senior leadership team will monitor the effectiveness of the policy.

Expectations

The Greenmountaineers code sets out the expectations we have of everybody in our school. 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

Rewards

Often the most effective reward for work well done or a positive approach to something is a verbal comment from an important adult. As a school, we seek opportunities to praise and thank pupils for their positive actions, including by reflecting on how pupils might meet or exceed the Greenmountaineers Code. In addition, class teachers may opt to use merits, stickers, certificates or other awards to reward positive behaviour and workload. These complement our whole-school approaches:

House Points Across the school

We allocate all pupils to a house, siblings are in the same house, for which they can earn house points. House points can be awarded to pupils for good work, helpfulness, politeness and courtesy, or any positive behaviours which we might want to praise or encourage. House points are collected on a chart in each classroom and other key areas and are counted weekly. At the end of each half term, a house reward will be awarded to the house with the most house points. The houses are named after famous Mountain Ranges; Andes, Alps, Himalayas and Rockies.

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.

For Every Child, there are sanctions in place where pupils fall short of our expectations, it is an important part of the role of the school to provide guidance and management to ensure that high standards of behaviour are maintained.

Consequences

The framework below indicates the usual sequence through which staff will progress in the case of continued issues. However, it is important to note that all staff are able to choose to skip earlier stages where they consider the conduct is sufficient to warrant a more serious consequence.

Stage 1- Verbal Warning and a reminder of the behaviour we want to see.

Stage 2- Formal Warning- Yellow Card. The child will be told of the time consequence if behaviour continues.

Stage 3- Time Sanction- a child may be moved to another part of the classroom or miss part of breaktime depending on the stage in the session the behaviour occurs.

Stage 4- Red Card- in some cases, it may be necessary to remove a pupil from the classroom to ensure a clear message is given about expectations, both to the pupil involved and to others in the class.

Stage 5- 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.

Where a pupil reaches stage 4 or 5 of this process, a record will be entered onto CPOMS by the staff member to maintain a record of such incidents. In most cases, it will also be appropriate for parents to be informed of the circumstances of the incident. This can be done in discussion with the class teacher at collection at the end of the day, or by telephone call or in writing if necessary. In the case of pupils who present particularly challenging behaviour, it may be appropriate to provide additional support to manage and improve behaviour. This may include additional steps or interventions to prevent incidents of misbehaviour and the use of a behaviour book.

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: April 2018 Review date: April 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.