



# GREENHOLM PRIMARY SCHOOL

## DISCIPLINE AND BEHAVIOUR POLICY

### Overarching statement

At Greenholm we are a school that is welcoming, safe and creates an environment which values and supports everyone learning. We work hard to create an ethos that promotes inclusive practice for all, by providing a consistent and fair approach, which is supportive of the continual emotional development of all and by demonstrating mutual respect, openness and honesty.

### **Policy Statement:**

Children's behaviour is central to the learning process. For children to be effective learners they need to learn how to behave with consideration towards each other, all school staff, parents and families and the wider community. We acknowledge the impact that all these individuals have upon the development of appropriate behaviour and seek as far as possible to work with them.

### **Aims:**

- Through policy and practice to actively promote mutual respect amongst children, parents, staff and the wider community.
- To recognise that children's behaviour is central to the learning process and is an intrinsic part of education.
- To model ways to behave correctly and provide children with opportunities to develop skills and strategies to deal with difficult situations.
- To ensure that Children, parents and staff have the right to be supported through any problems without prejudice.

This policy encompasses the 5 outcomes of Every Child Matters:

Being Healthy Staying Safe	At Greenholm School we believe that children flourish personally, socially morally and academically in a structured purposeful atmosphere, where they feel safe and are supported to maintain their health.
Enjoying and Achieving Making a positive contribution	This is emphasized in the policy statement: 'we want to ensure that all our children enjoy a happy, productive and fulfilling school life that will help them develop in to positive members of society.'
Economic well being	We strive to create an environment that will support every individual to attain the knowledge and skills they will need for life long learning.

We recognise the importance of having clearly stated and shared values and beliefs, which underpin expected standards of behaviour and quality relationships. These values are communicated, as we believe that social interaction based on mutual respect is a fundamental basis of an optimal education environment.



## Greenholm School Code of Conduct:

At Greenholm School:

### 1. We are polite

The children should be positively encouraged to be courteous and polite to everyone at all times. Children must be reminded that bad or inappropriate language is unacceptable.

### 2. We respect and help each other

Respecting others means valuing others' opinions and property, working together and learning to share and co-operate. Co-operative work in classes and games, which encourage sharing, and teamwork are important in fostering these attitudes.

### 3. We tell the truth

Honesty is praised and rewarded and we emphasise the importance of admitting mistakes and misbehaviour. The consequences of lying about wrongdoing should always be worse for the child than the consequences of the wrong doing itself. Adults must remember the importance of admitting mistakes when they occur as this gives the children a good role model and gives them permission to make mistakes.

### 4. We are responsible for our own actions

Working towards self-discipline, we encourage the children at a very early age, to be responsible for their actions. We do our best to help the children to consider the consequences of what they do and the effect of their actions upon others. Whenever possible children should have the opportunity to hear others feelings about situations and to reflect upon how their actions affect others.

### 5. We always try to do our best

We encourage each child to achieve his or her full potential and to become independent self-motivated learners. We try to instill in the children the importance of best efforts at all times, in work, play and general behaviour. Classroom organisation should reflect this philosophy and work should be planned in ways, which encourage children to take responsibility for their learning.

## Implementing the Code

- The Behaviour Code should be clearly displayed through out the school and teachers should capitalize on opportunities to make reference to it.
- The statements are explained to the children in assemblies and in classes. The teachers should make every effort to help the children to understand them in ways, which are appropriate to the age of the children.
- The statements apply to everyone in the school-adults and children alike. It is vital that all adults in school whether staff or volunteers ensure that their behaviour and attitudes towards each other reflect this code.
- If children behave in an unacceptable manner their behaviour and its consequences should be related to the code. Reference should be made to that part of the code, which the children have contravened in order to help them see why their behaviour is not acceptable.

### Social and Emotional Aspects of Learning (SEAL)

SEAL is a whole school cross-curricular approach to developing social skills.

### Promoting Alternative Thinking Strategies (PATHS)

This is a program that supports children by raising their self esteem and empowering them with the use of the use of social and emotional language.

### Framework for Intervention

We are a Framework for intervention school, as such the learning environment is evaluated, as a starting point of all interventions and work to improve the context should always take place.



**Circle Time**

Circle time is a positive strategy which provides the opportunity for both the discussion and modeling of behaviour. It is a way for children to consider behaviours, consequences of their actions and also a place where good social skills can be developed. (Ref. To Circle Time Policy 99).

**Golden Time**

Golden Time is a strategy by which children who behave in an accepted way receive recognition for this. (Ref. Golden Time notes for guidance)

**Rewards and Sanctions:**

A comprehensive list of sanctions has been agreed with the staff and should be displayed along with the class rules (see back of policy).

Rewards	Sanctions
Recognition and praise Happy smiles, stickers, stars on work/charts. Class/group points. Responsibilities Certificates/parent notified of achievement. Sent to a member of Senior Staff for Praise/stickers. Sent to Head teacher for praise or Head teacher's award/treats. Participation in Golden time.	Discussion of the behaviour and Consideration of what needs to be done to put things right(Liaise with member of Beco. Team). Supervised 'Time Out'/Cooling off. Teacher sees parent with the child, and discusses behaviour. Discussion of behaviour with SMT. Discussion of behaviour with HT. Suspension/Exclusion of pupil with the support of the parents and Governors. Exclusion from goldentime

Please note that every opportunity should be used to discuss behaviour with parents both positive and negative.

**Routines and Strategies to support behaviour Management**

Establishing routines and protocols for key tasks in and around school makes behaviour management easier. It is important to establish expectations for the **FIRE DRILL** walking in and around school, lining up, registration time, carpet time, moving to and from tables, lunch box storage, distributing and collecting in resources, attracting the teacher's attention, getting the attention of the whole class, changing for P.E., toilet routines, getting ready for home time. Children need to be taught and constantly reminded of these routines.

**Grouping Children to Support Behavior Management**

Careful consideration should be made whilst grouping the children for different tasks to ease behaviour management. Children should be encouraged to work in various social groups to improve intersocial relationships and support discipline.

**Equal opportunities**

The environment will be the starting point for all interventions and the individual(s) will be supported throughout, paper work from the Framework will be used to provide evidence of the support provided.

We seek to maximize inclusion and to provide and promote a safe caring and positive environment for all pupils. It is therefore important that all behaviours are encompassed and dealt with in a sensitive way and with the emphasis being on the incident and not the individual. However it is important that individual needs are recognized and supported appropriately and matters for concerns are worked through with individuals.

Gender and ethnicity may be influential in the behaviours exhibited or anticipated by members of staff As far as possible we endeavour to put these to one side and support the individual as appropriate. As a Learning establishment it is essential that we seek to maximize opportunities for learning and behaviour is



an integral part of that learning.

Concerns surrounding changes of behaviour or patterns of behaviour may be an indicator of underlying problems. They therefore must be raised with SMT or BECO.

Children who threaten the entitlement of other children through disruptive behaviour may be with drawn from situations and dealt with, out of the context of the classroom.

## **Class Incident Books**

In order to support children, parents and staff it is important that all unacceptable incidents that occur are logged. Any incidents during lunchtimes need to also be recorded. Any inappropriate behaviour referred to the leadership team is noted in the blue incident book kept in the head teacher's office. In light of the Steven Lawrence Inquiry Racist comments or slander is taken very seriously and is recorded in the back of the incident books.

This allows for any patterns that are developing to be seen and the support given to be more affective. It is also a useful when discussing with parents about inappropriate behaviour to be able to show exactly what has happened.

## **Responsibilities**

### **Staff Responsibilities**

Behaviour management is the shared responsibility of all the staff. The environment which we provide allows children the opportunity for work and behaviour patterns to develop. We recognise this and ensure support and consistency.

Demands made on teacher time/ interaction involving behaviour matters need to be monitored by the individual teacher at stage 1 of the framework, and approach the Person responsible.

All staff have the responsibility to support all children. The close monitoring the movement of children at Buzz times and at trouble spots is essential.

### **Parental Responsibility**

The whole school agreement is used and applied in school and we provide the opportunity for parents to discuss and sign this.

Parents are expected to support the school's behaviour policy.

Attend school meetings to discuss the child's behaviour.

Raise any concerns that they may have surrounding incidents or behaviours.

They are expected to set a good example of behaviour when dealing with matters in school themselves.

They are expected to approach the school with any matters for concern and not attempt to resolve disputes, which may arise between children themselves on school premises.

Parents should encourage their children to seek ways of resolving disputes, and to behave in a way that will support the school's code of conduct and behaviour policy.

### **Children's responsibilities**

To conform to the code of conduct.

To take responsibility for their own actions.

To consider the impact of their actions on others.

To inform members of staff of any worries or concerns that they themselves have.

To always try to explain fully their own actions and the actions of others when reporting incidents to an adult.

To try to avoid taking matters in to their own hands.

Reviewed Sept 2015