



**Greenmount Primary School**

# **BEHAVIOUR POLICY**

**May 2021**

Together, we nurture the future

## 1 Document Information

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Version History		
Version	Date	Description
1.0	Autumn 2015	Initial version
1.1	11 <sup>th</sup> July 2019	Reformatted to standard format
1.2	Summer 2021	Full review as per schedule and in consultation with staff and students

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## 3 Rationale

We consider that the best way to encourage high standards of behaviour is with a clear code of conduct, supported by a balanced combination of rewards and sanctions within a positive community atmosphere. Children need to learn to consider the views and feelings, needs and rights of others and the impact of their behaviour on people, the learning environment and the community. This is a developmental task that requires support, encouragement, teaching and setting the correct example. Everyone within our community has the right to be safe, happy and successful, and the responsibility to help everyone to enjoy and experience the same. The school's approach to behaviour management further embeds children's understanding of British Values. This rationale is enshrined in the school community's Bill of Rights' –

*Teachers have the right to teach  
Children have the right to learn  
Everyone has the right to safety  
Everyone has the right to dignity*

*All of the adults and children at Greenmount have a responsibility to make sure that everybody is enriched by these rights.*

## **4 Aims**

Through this policy, we aim to:

- ensure that all children, adults and visitors feel safe whilst at school
- ensure a purposeful learning environment in which all children are able to achieve
- foster positive, tolerant and supportive attitudes towards others
- ensure that all children and adults are treated with equality and dignity
- nurture personal and social responsibility and encourage active citizenship
- make boundaries and expectations clear, with consistent and fair approaches throughout the school and pre-school
- encourage increasing independence, perseverance, collaboration and self-discipline
- celebrate positive and caring endeavours across the school community
- encourage parental/family support and an awareness of school rules and values
- enrich all children by helping them to understanding the purpose of Democracy and the protection of Laws

## **5 Guidelines**

To encourage good behaviour, we will:

- provide quality first nurture to all children
- promote positive respect for others throughout our teaching programmes and by modelling kindness, consideration and peaceful problem-solving skills
- clearly and fairly embed the highest expectations and agreed standards for behaviour
- monitor group work and play activities to identify opportunities to promote social skills and personal responsibility
- Ensure that children understand how they can help to protect everyone's right to safety by following the guidance and direction of school staff
- Ensuring that staff are trained and supported to manage inappropriate behaviour and are able to help children to learn from experiences through fair application of sanctions, restorative practice and social and emotional support
- Create an ethos where children use kind words, safe play, share equipment and resources fairly and pro-actively, and nurture each other and the environment around them

- Ensure everyone is treated with dignity and respect and is able to enjoy teaching and learning in a peaceful and inclusive school
- Provide a culture that is free from prejudice, discrimination, bullying and inequality by providing effective teaching, monitoring and training
- Ensure that all members of the school community are kept safe by having effective systems to report any concerns
- Involve all adults and children in decision-making wherever possible
- Ensure the experiences, views and feelings of our children and staff are heard and that there is a culture of learning about and from one another
- One of the ways that we will embed this is through the 'Good to be Green' system. This system works at 3 levels. Children are taught what each card represents –
  - **Green card**  
You are...working well and trying your hardest, concentrating on your learning, helping others to succeed, treating others with respect and persevering with your work, even if you find it difficult. Please share your progress at home and complete a 'Now I can...' or a 'Next time I will...' reward sticker.
  - **Orange card**  
You need to improve your concentration. Ask for extra support if you need it - follow the 5 B's to help you. Focus on your tasks carefully and do not distract others. Speak kindly, listen to the advice of adults and ask your teacher what you need to do to get back to green.
  - **Red card**  
You have not yet shown enough effort to get back to green and are now disrupting your teacher from teaching and preventing the progress of others. You will now be required to report to a member of the school leadership team to discuss your behaviour and be informed of the appropriate consequences. We will also contact your parent/s.

Through this system we aim to –

- provide clarity and consistency in expectations
- ensure that all children are able to learn
- encourage socially acceptable behaviour by promoting mutual respect
- encourage children to take responsibility for their own actions
- set, by example, the highest standards of behaviour
- praise good behaviour and support the development of self-esteem, confidence and feelings of competence
- work with parents, keeping them informed and encouraging celebration

**To celebrate good behaviour across the school, we will:**

- use verbal praise wherever possible to recognise positive behaviour and actions

- nominate two children each week who have been identified by their teacher as consistently demonstrating good learning behaviour - these children will receive a certificate in assembly
- award house point stickers, according to well-promoted criteria –
  - Improved or outstanding learning at school or home
  - Kindness and helpfulness
  - Excellent behaviour and responsible actions
  - Outstanding effort and perseverance
  - Great collaborative skills
  - Promoting positive play
  - Helping others to solve problems
  - Representing the school values as an effective ambassador or role-model to others
  - Taking extra care of the environment to make it tidy and safe

Children complete individual sticker charts – bronze, silver and gold, which lead to a reward; gold entitling children to a book of their choice.

**In the event of any poor standards of behaviour, we will:**

- implement the 'Good to be Green' structure
- make sure children understand what action is needed to improve, including clear reference to the descriptors for the different levels above
- praise, as soon as possible, when behaviour improves
- if unacceptable behaviour persists, outline possible sanctions, safety or restorative practice; these may include -
  - restorative discussion/activity
  - pastoral guidance and behaviour chart
  - letter of apology
  - timeout
  - loss of playtime
  - informing parents of behaviour
  - invited to temporarily work in an alternative classroom with a member of staff (Covid-19 risk-assessed)
  - internal referral to senior member of staff
  - safe intervention to prevent immediate risk of harm to self, others or school property

- exclusion (fixed-term or permanent)
- carry out sanctions, when necessary
- encourage children to try to resolve disagreements, with support
- discuss incidents with all children involved, where necessary
- Red Card incidents are recorded to ensure effective monitoring, appropriate referrals for additional support where applicable, or to inform future planning, training, personalisation of learning, or alternative sanctions

## **6 Conclusion**

This policy has been agreed by all staff and governors, who recognise the need for a calm, consistent school environment. Children require clear expectations and boundaries; given these, they can more steadily achieve their potential.