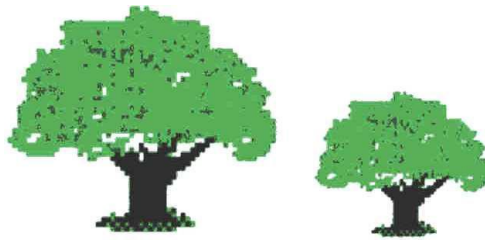


Green Park Primary and Nursery School



Behaviour in Schools Policy

Approved by the Governors on _____

Signed _____ Chair

September 2025

Green Park Primary School Behaviour Policy

This policy reflects our school values.

At Green Park, we believe that all children have a right to a safe, caring, well-ordered, positive environment that is conducive to learning. To this end, children must be encouraged to develop a strong sense of responsibility for their own behaviour and respect for themselves and others.

We believe that an effective behaviour and reward policy is one that promotes the cooperation of teachers, pupils and parents. Such a policy recognises that children are ultimately responsible for their own behaviour, have the ability to change their behaviour, and need to recognise and accept the fact that there are consequences for their actions.

Behaviour throughout the school is an integral part of children's Spiritual, Moral, Social and Cultural development.

Aims:

We aim to develop a learning environment which will do the following:

- Reward and encourage positive behaviour through our House System
- Encourage children to develop a respect for each other
- Embrace a positive attitude to work and self discipline
- Inform all members of the school community of the behaviour expectations in the school
- Encourage and develop a caring attitude and respect for others and their environment
- Encourage honesty

Values:

At Green Park, our school values play an important role in developing our children to be good citizens now and in the future – supporting children in being responsible for their own behaviour. Our core values are:

- Compassion
- Happiness
- Collaboration
- Belonging
- Respect
- Success

Respect, happiness and compassion in my day.

Collaboration and belonging as I learn and play.

Helping me to achieve success in every way.

Rules:

Our **3 key rules** of responsibility for good behaviour are:

- 1. Listen and follow adult requests;**
- 2. Keep our hands and feet to ourselves and;**
- 3. Show Respect**

These are displayed in each class and around school and constantly referred to.

Stop Signal

To gain the children's attention we use a consistent stop signal. Hold your arm straight up in the air and show your palm. Children will do the same in return. Praise can be given for children that are repeating the stop signal in order to encourage others to do it too. All children must be silent whilst their arm is in the air and should stop whatever they are doing. The teacher must not begin talking/giving input until all children have stopped, have their arm in the air and are silent. This is a signal to show that you want to address the class; therefore, it is important that children do not begin talking once your arm is lowered.

Ethos:

Green Park School believes in promoting positive behaviour and runs a range of systems that meet the needs of individuals, groups and the whole class.

The school hopes that in modelling back positive behaviour to the pupils, it will demonstrate to others, pupils and parents, the expectations of our school.

Responsibility:

We endeavour to develop a shared responsibility for behaviour between the pupils, parents and school.

Pupil responsibilities:

- To take responsibility for their own actions
- To follow the school and class rules and demonstrate the school values in everything they do

Parent's responsibility:

Parents have an important part to play in ensuring their child enjoys a successful and happy time at school this can be achieved in the following ways:

- Bringing and collecting their children on time
- Taking an active interest in their child's achievements
- Sharing concerns about their child's welfare, education and behaviour with the school

School's responsibility:

- Be positive by praising and rewarding children for good behaviour and good work
- To treat pupils fairly at all times
- To listen to the children and support them in modifying their behaviour
- Use sanctions in a fair and consistent way
- Speak to parents about any ongoing concerns with behaviour and have an open door policy

Sanctions:

This policy is rooted in the belief that all children should be made aware that unacceptable behaviour will bring consequences. It should be made clear to the children that if they chose unacceptable behaviour, then they will have chosen to accept the sanction that goes with that behaviour. The behaviour policy and procedures work for the vast majority of pupils and behaviour in school is judged as outstanding by Ofsted.

Occasionally the procedures are not as effective for a small number of pupils and we then put in place individual plans or procedures in consultation with the class teacher, the SENCO, parents and other outside agencies such as Behaviour Support as appropriate to the child, which are regularly reviewed for their effectiveness. All staff, who come into contact with the child, are informed of any such plan to ensure consistency of approach.

Green Park Consequences:

There may be circumstances when Senior staff will need to use their professional judgement, discretion and autonomy in choosing appropriate consequences and sanctions. Examples of other consequences include the following:

- Verbal description of unacceptable behaviour and positive reminder
- Missed minutes of play and positive reminder
- Extra work at home or in school
- Withdrawal from privilege eg mufti day or attendance at extracurricular activities and positive reminder
- Sent to the Headteacher or other senior staff
- Parents informed if deemed appropriate. Parents may be informed by phone, in face-face meetings and/or by letter. If it is deemed serious enough, governors may be informed
- Behaviours which involve the Headteacher will be recorded in the school behaviour log
- Pupils may be isolated from their peers or put in another class.
- The effectiveness of these measures will be monitored over time

Exceptional Circumstances:

In exceptional circumstances, it may be necessary to exclude a pupil from school either for a fixed period or permanently. There may be warnings given that this may happen, or if the school deems it appropriate then an exclusion may be given without warning if the demeanour is serious enough. In extreme cases, a pupil may be excluded permanently for a one off incident if it is deemed serious enough.

If the behaviour is persistent:

If incidents of unacceptable behaviour continue, a log of incidents will be kept by the class teacher and may be monitored by the Headteacher and Assistant Headteachers. Parents will be kept informed and a child may be placed on the school SEN register to address their behaviour needs. Support will be given and this will be monitored. If no further improvement is made, outside agencies may become involved and further action may be taken.

Classroom behaviour

Each class will display and follow the 3 school rules. Additional class rules and a code of conduct may be agreed within each class. Children are expected to demonstrate school values at all times and follow the school's rules.

Rewards:

- Praise in front of the group/class/school/parents
- Sent to Headteacher/SLT for raffle ticket
- House points and certificates for House Points
- Weekly Star of the Week and Values Champion for each class celebrated in Assembly

Sanctions:

If classroom rules are broken, there may be circumstances when SLT will need to use their professional judgement, discretion and autonomy in choosing appropriate consequences and sanctions. Examples of other consequences include the following:

- You will be given a warning from the teacher.
- If you have been chatting, disruptive, disrespectful, interrupting or have not tried your best during lesson time, after being warned more than once, you may be expected to stay in and finish work that you should have been able to complete within the lesson.
- Opportunities to self-regulate and reflect will be provided.
- You will miss minutes off your playtime even if work does not need to be completed
- If the disrespectful behaviour continues, you may be taken to SLT and parents/carers may be informed.
- If the disrespectful behaviour continues further, you may be taken to Mrs Burns and your parents/carers may be informed.
- If you misuse chrome books, you will not be allowed to use them for a specified amount of time in line with the Acceptable User Policy.

RULES FOR:

Movement around the school:

- Always walk and be aware of others
- In the toilets be respectful, clean and sensible
- In the cloakroom be quick, quiet and tidy
- Single file and left-hand side on the stairs

Assembly:

- Enter the hall quietly in single file
- Stay standing until asked to be seated
- Sit quietly and wait for the assembly to start
- Leave the hall quietly in single file
- Do not ask to leave during assembly

Lunchtime/Dining hall Rules:

- Enter the hall quietly
- Always walk
- Line up quietly when waiting for food
- Use a quiet voice
- Show respect to everyone and remember table manners

- Put any rubbish in our lunch boxes ready to take home
- Check the floor and clear away any rubbish before you leave

Playground Rules:

- Stay within the playground boundaries and WALK between playgrounds
- Keep off the grass when it is Playground Only
- Stay away from Reception children in their zone
- Play safely with and share the playground equipment
- Respect football/sports rules
- Only enter the building with permission from an adult
- Report any problems to the staff member on duty
- STOP at the first whistle and WALK to line at the second whistle
- Line up sensibly and quietly on the yard
- Enter school sensibly and quietly

Consequences:

If rules are broken at playtime/lunchtime, there may be circumstances when SLT will need to use their professional judgement, discretion and autonomy in choosing appropriate consequences and sanctions. Examples of other consequences include the following:

- Verbal warning and an opportunity to change behaviour
- Walk around with member of staff for 5 minutes
- Removal from activities on the playground for short or longer periods of time
- Report to the class teacher
- Inform parents/carers
- Headteacher/Assistant Headteacher involved

Restraint Policy / Positive Handling

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- a. committing any offence
- b. causing personal injury to, or damage to the property of, any person (including the pupil himself); or
- c. prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise'

Green Park has a commitment to using positive behaviour management strategies. Those children identified where physical restraint would potentially be necessary, will usually already have a behavioural management plan completed of which the SENCO will be aware. A number of identified staff are trained in Safer Handling. Where restraint has been used with a pupil, the parent will be notified.

Reporting, Recording, Monitoring and Evaluating:

When there is an occasion when physical intervention has been used, it will always be recorded (and in any event within 24 hours of the incident) by the person(s). Parents will also be contacted after any such event.