



**Discovery Schools**  
Academy Trust



**Greystoke**  
Primary School

Enabling our children to reach  
their full potential

# Behaviour Policy

For effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. This policy supports the school community to work together in an effective and considerate way and in encouraging positive behaviour in and around schools.

## This policy was approved as follows:

<b>Approver:</b>	Education Standards Committee	<b>Date:</b>	27.3.19
<b>Adopted:</b>	Advisory Board	<b>Date:</b>	9.10.19
<b>DSAT owner:</b>	Behaviour Lead	<b>Version:</b>	V1.0
<b>JCG review date:</b>	n/a	<b>Review frequency:</b>	3 years
<b>Status:</b>	Statutory	<b>Next review date:</b>	March 2022



## Document History

Version	Version Date	Author	Summary of Changes
<b>V0.1</b>	8.1.19	Megan Williams	Policy draft created
<b>V0.2</b>	12.3.19	Helen Stockill	Policy formatted for Education Standards Committee approval
<b>V1.0</b>	27.3.19	Helen Stockill	Policy approved by Trustees

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## 1. Introduction

At Greystoke we want every pupil to reach their full potential. We want them to grow socially, personally and academically and we want them to become responsible, caring and successful members of society. This behavior policy enables children to do that as well as enabling teachers to teach in an orderly and disruptive free environment.

To achieve a purposeful, happy and safe environment, we set high standards, clear guidelines, and have an ethos of respect and responsibilities. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way and in encouraging positive behaviour in and around schools.

## 2. Linked policies

This policy should be read in conjunction with the following policies:

- Anti-bullying policy
- E-safety policy
- Physical Intervention policy
- Exclusions policy
- Safeguarding policy
- Mental Health policy

## 3. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Promote** and **Maintain** clear expectations of behaviour
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

## 4. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

## 5. Purpose

Our Behaviour Policy supports the promotion of securing a positive learning environment through:

- **Setting high expectations:** Children need to know what is expected of them, where, when and why.

- **Adopting a calm and caring ethos:** To support children effectively we consider each individual's needs, showing that we care enough to be firm and/or compassionate and remain calm and focussed when supporting positive behaviour changes.
- **Being consistent with our approaches:** All staff receive regular training and are provided with opportunities to discuss individual's needs and plan agreed responses to inappropriate behaviours so that these can be shared and adopted by all.
- **Implementing a positive approach:** All individuals respond more effectively when approached positively, and therefore when supporting our pupils with their behaviour we will endeavour to use positive approaches that take account of individual's needs.
- **Adopting de-escalation strategies:** Through in school recording systems and robust home/school communication inappropriate behaviours are tracked, monitored and discussed so that the overall approach to behaviour management is early and preventative intervention

## 6. School rules

Our school rules have been developed in conjunction with staff and pupils and are the foundation of a positive and consistent approach to behaviour management.

### Around school

Children should:

- Walk quietly
- Be courteous and polite
- Show respect for adults by letting them pass first
- Show respect for all conversations and not interrupt

### Before school

- Children are organised and tidy in the cloakrooms and hang coats and bags up neatly or place in lockers and securely close the locker doors.
- Teachers should be in the classroom before the children

### Assembly

- Children should come into assembly with their class teacher and in silence.
- Children should be collected from assembly by their class teacher and leave assembly in the same manner
- Staff sitting in assembly are responsible for maintaining discipline and praise
- At the end of each assembly a rota of staff will give out the good class behaviour shields.

### Playground

A high standard of good social behaviour is expected in the playground at all times with teaching staff and lunch time supervisors applying the rules uniformly.

- Staff should patrol all areas of the playground

- At the end of playtime children are expected to go in quickly and quietly
- During wet playtimes the children are supervised in classrooms.

### Lunch time

During dinner time the same standards of behaviour is expected as during the rest of the school day.

- Lunchtime supervisors will deal with all incidents of bad behaviour and will report these to the Mid-day Manager.
- Incidents of bad behaviour will mean that children will receive a yellow slip and they will explain the incident to the teacher at the end of lunch time. This will be recorded on Cpoms.
- More serious incidents are reported directly to the Head teacher.
- In the dining hall the children should be encouraged to talk quietly to the people on their table
- Not to run in the hall
- To eat their lunch observing proper eating manners

Wet lunchtimes

- All the children should be kept in the classrooms.

## **7. Roles and responsibilities**

### **The Advisory Board**

The Advisory Board is responsible for approving the behaviour policy and monitoring its effectiveness.

### **The Headteacher**

The Headteacher is responsible for developing and implementing the behaviour policy. Ensuring that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour. The Headteacher will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### **Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Treating all pupils fairly and with respect
- Creating a safe and pleasant environment, physically and emotionally
- Develop a positive relationship with all pupils
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on internal systems

The senior leadership team will support staff in responding to behaviour incidents.

### **Parents**

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Support the school in the implementation of this policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

### **Pupils**

Pupils are expected to:

- To work to the best of their abilities
- To treat other pupils and staff members with respect
- In class, make it possible for all pupils to learn
- Treat the school building and school property with respect
- Accept sanctions when given

## **8. Rewards**

Positive behaviour will be rewarded with:

Rewards are:

- Praising children
- Smiles and visual encouragement
- Giving stickers
- Giving house points for especially good work which are then recorded by adding a coloured counter to the class collection jar. House Captains will count them every week and add them to the whole school chart. The House Captains will announce the results in assembly and each half term will organise a non-uniform day for the winning house.
- Giving gold ticks for good behavior. When they have achieved 5 gold ticks they receive a star and when they get 10 stars they get a certificate during achievement assembly. Each half term any child who has accrued 10 stars will be rewarded with a hot chocolate with the headteacher
- Give a good behaviour sticker at lunch which is the equivalent to a gold tick
- Sharing good behaviour with parents on Marvellous Me
- Sharing good behavior and work with the headteacher
- When children achieve a whole week with less than two sanctions they have 15 minutes golden time on Friday.

## **9. Consequences**

There will be a new start every day.

The following sanctions will apply following the order stated for low level behavior issues. Serious issues can escalate to any stage of the system at the discretion of the adult in charge:

- A verbal warning
- A recorded warning (recorded on a specific sheet)
- 5 minutes time out with work, in class
- 10 minutes time out with work out of class (usually in an adjoining classroom)
- sent to the Head Teacher
- letter home informing parents
- parents, staff and child to discuss
- exclusion from school

Informal communication with parents are an essential part of the sanctions process and class teachers are to decide the appropriate time to discuss behaviour with parents.

All incidents of poor behaviour where a sanction has been given will be recorded on a weekly record sheet. A copy of these sheets will be passed to Head Teacher half termly.

Children who don't complete the appropriate amount of work in lessons can be kept in for a short time during lunch or break time, to finish this work.



We may use an internal seclusion in response to serious or persistent breaches of this policy. Pupils may be sent to their partner classroom or SLT during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

Removal from planned curricular activities and trips, such as swimming or PE will not be used as a punishment unless the unacceptable behaviour relates particularly to the activity. Pupils may be excluded from off site visits on health and safety grounds which must be discussed with the head teacher so that all other possible avenues are explored first, and exclusion from the trip is the last resort.

## **10. Behaviour system**

As stated above in the rewards and consequences sections

## **11. Lunchtime behaviours**

Some pupils find having unstructured periods of time, such as playtime, extremely challenging. We offer different lunchtime options for these children including helping adults in school to give pupils the opportunity to remove themselves from any social situations that may cause them to become upset and unable to manage their behaviour. Any issues and incidents of poor behaviour at lunchtime will be brought to the attention of the midday manager who will record this on Cpoms. This will then be followed up as deemed appropriate by a member of SLT or class teacher. Children will be given 5 minute 'time out' consequences on the playground for any behaviour which is unacceptable and a warning may be given which will be added to the class warning system. Likewise, goodbehaviour stockers can be given which count as gold stars on the class reward system.

## **12. Personalised approach**

Some pupils who have difficulties in managing their behaviours, may need a more personalised approach (such as an agreed Behaviour Plan or a learning engagement strategy) to help understand their behaviour and to help them to make the right choices; this will be agreed between the pupil, class teacher, parents and relevant members of the school staff which could include the Special Education Needs Co-ordinator.

## **13. Pupil support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## 14. Exclusions

On rare occasions there may be a need to directly exclude a pupil. This may mean that the staged behaviour systems would have been bypassed. Violent or extremely abusive behaviour towards peers, an adult or school property could result in an exclusion.

There are three types of exclusions used:

1. **Lunchtime exclusion** – If a child is persistently disruptive, unsafe or jeopardising the safety of others at lunchtime a lunchtime exclusion will be considered. The pupil is excluded from the school premises for one or more lunchtimes. Parents/carers are required to pick up by their child and return them to school in time for afternoon registration. This course of action occurs when we feel a child is unsafe or jeopardising the safety of others.
2. **Fixed term exclusion** – This is a temporary exclusion which can be between 0.5 and 5 school days. This is to give the child a period to reflect on the behaviours that have been deemed unacceptable. During this time staff can discuss and implement strategies so that the pupil's return is a positive experience.
3. **Permanent exclusion**—This would only occur when all interventions for support have been exhausted and staff believe that the school is unable to further meet the pupils needs.

A build up in exclusions over time could result in a permanent exclusion. This decision would not be taken lightly and would ultimately be sanctioned by the headteacher. Further information regarding exclusions is stated in the school's exclusion policy.

## 15. Off-site behaviour

Pupils need to understand that the school expects the same standards of behaviour from them in all the following situations:

- Taking part in any school organised or school related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school

Or, misbehaviour at any time, whether or not the above conditions apply, that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

In any of the above circumstances the Headteacher will consider if the behaviour is criminal or poses a threat a member of the public, in which case the police will be informed. The behaviour of pupils outside of school can be considered as grounds for exclusion.

## 16. Malicious allegations

Pupils that are found to have made malicious allegations will have breached the aims and expectations of behaviour listed in this policy. Malicious allegations will not be tolerated, and sanctions will be applied to any child making malicious allegations, appropriate to the child's age and the allegation they have made.

In such cases parents will always informed of their child's behaviour and sanctions applied.

The headteacher will consider whether any disciplinary action is appropriate against the pupil who made the allegation, or the police will be asked to consider whether any action might be appropriate against the person responsible, including situations where the individual concerned was not a pupil.

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

If a malicious accusation has been made against a member of staff, the headteacher and the advisory board will ensure suitable pastoral care is provided.

## **17. Physical restraint**

School staff can use reasonable force to either control or restrain pupils. A number of staff members have MAPA training (Management of Actual or Potential aggression). This programme is designed to consider the care, welfare, safety and security of pupils as well as defuse challenging situations. MAPA also trains staff to use reasonable force, if necessary, to prevent pupils from harming themselves or others.

The decision on whether or not to physically intervene is down to the professional judgement of the member of staff concerned and has to be judged on a case-by-case basis, depending on the circumstances. Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Our Physical Intervention Policy contains further details.

## **18. Confiscation**

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.

Possession of any prohibited items include: Knives or weapons, stolen items, alcohol, illegal drugs, tobacco and cigarette papers, fireworks or any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the [DfE's latest guidance on searching, screening and confiscation](#).

## **19. Pupil transition**

To ensure a smooth transition to the next year and/or school settings, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

## **20. Staff development and support**

Our staff are provided with training on managing behaviour and positive behaviour management strategies. Some members of staff are MAPA trained. However, behaviour management forms part of whole staff continuing professional development.

## **21. Review**

This behaviour policy will be reviewed by the headteacher and the advisory board every year to ensure it is meeting the needs of the school. At each review, the policy will be adopted by the Advisory Board.

The Education Standards Committee will review the exemplar policy template every three years.

# Special Educational Needs and Disability Support Plan



<b>Start Date</b>		<b>Review Date</b>	
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This SEND Support Plan can be used to support referral for statutory assessment for an Education, Health and Care Plan (EHCP) or a request for top-up funding.

The SEND Support Plan should be reviewed at the end of the Key Stage if extension of top-up funding is requested.

Child / Young Person's details			
<b>Legal Surname</b>		<b>First Name</b>	
<b>Preferred Surname</b>		<b>Preferred First Name</b>	
<b>Date of Birth</b>		<b>M/F</b>	
<b>Home Address</b>		<b>NC Year</b>	
		<b>UPN (Unique Pupil Number)</b>	
<b>School / Setting name</b>	Greystoke Primary School	<b>SENCo</b>	A Simpson

Which services have been involved in the past two years? (Add additional as necessary.)			
<b>Service</b>		<b>Supporting professional</b>	
<b>Service</b>		<b>Supporting professional</b>	
<b>Service</b>		<b>Supporting professional</b>	

Parent / Carer details		Additional Parent / Carer details	
Title		Title	
Surname		Surname	
First Name		First Name	
Home Address		Home Address	
Telephone number(s)		Telephone number(s)	
Email address		Email address	
Relationship to CYP		Relationship to CYP	

#### Additional information

- Include here any relevant information on the child/young person's parents/carers or home situation, e.g. home language, armed forces family, etc.

## ONE PAGE PROFILE

- Use this format or attach your own instead

### My One-Page Profile

Insert  
picture  
here

### What people appreciate about me?

I am very good at drawing.

I am very good at editing and making movies. I can make stop motion which means you take lots of pictures but every single time you move the object slightly.

I am a good friend because I am supportive in class.

I persevere. If someone bought me an unfinished Jenga tower, I would fix it.

### What is important to me?

When I am at home, I usually like to play on my PlayStation. I really enjoy that. I like playing fortnight. That's a really good game.

### How to support me

I struggle in Maths and English. I find most of it difficult. Having someone to sit with me helps me.

## BACKGROUND

Attendance over the past year (a copy of attendance data could be attached instead)

Autumn		Spring		Summer	
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List the dates of any fixed-term exclusions

From	To	Reason

**Additional information**

- Comment here to give relevant information on the child/young person's background, if needed



## ATTAINMENT & PROGRESS

### Early Years Foundation Stage levels

- This section should only be completed if the child/young person has not yet started school
- This should indicate whether the child is working at 1/2 or 1/3 of their chronological age.
- A copy of your own attainment information could be attached instead.

		<b>EYFS Range</b>	
<b>Specific areas</b>		<b>EYFS Range</b>	

### Educational assessment levels or equivalent

- Please provide P levels, NC levels, GCSE grades, etc. as appropriate
- Copies of your own school reports could be attached as appendices instead.

<b>Reading</b>	Current		1 year ago		2 years ago	
<b>Writing</b>	Current		1 year ago		2 years ago	
<b>Numeracy</b>	Current		1 year ago		2 years ago	
<b>Science</b>	Current		1 year ago		2 years ago	

### Standardised test results

- This could include SATs, CATs, and any additional standardised testing undertaken

<b>Skill tested</b>	<b>Test used</b>	<b>Date tested</b>	<b>Age equivalent</b>	<b>Percentile</b>	<b>Standardised score</b>

### Additional information

- Comment here to give relevant information on attainment and progress, if needed

- has difficulties following instructions, and classroom routines
- needs adult support to start and maintain attention on a task
- has made little or no progress within the curriculum, except in specific areas of strength or interest
- has difficulties recognising their own and others emotions, and regulating their emotions
- may have high expectations of themselves leading to an inability to attempt some tasks

Access to additional adult support above 15 hours per week • Individualised support to implement recommendations from support services e.g. STT, SALT, OT, etc. • Programmes to develop social interaction and emotional wellbeing • Teaching focusing on both learning curriculum and social skills throughout the school day • Regular small group teaching of social skills with the ability of generalising these skills across the day are identified, with key personnel around the school aware of the child's programme • Individual workstation to develop independent learning skills if needed, but adaptations to the learning environment to encourage integration are evidenced with impact • Planned movement breaks to support sensory needs • Independent travel training to develop independence skills for the future as needed

Personalised timetable introduced in negotiation with pupil, parents/carers and staff. This may include temporary withdrawal from some activities..

Alternative curriculum opportunities at KS4, e.g. vocational/college/ supervised work placements. • Personalised literacy and numeracy programmes may be required to address gaps in learning associated with autism diagnosis • Individual support during breaks and lunch • Individual support around understanding diagnosis and what it means to the individual • Individual support around recognition and understanding of own emotions and those of others • Access to personalised visual resources to support with selfregulation • Access to alternative learning environment for those CYP who are unable to access learning in a mainstream school environment, to support return to mainstream school as soon as possible

## SPECIAL EDUCATIONAL NEEDS

- Only sections which are relevant to the child/young person's needs should be filled in.
- If referring for statutory assessment or requesting top-up funding, please detail how the needs meet the criteria for an EHCP or top-up funding.

### Diagnosis

- Record here any conditions with which the child / young person has been diagnosed, if any

### Cognition and Learning

Areas of strength

Areas of need

### Communication and Interaction

Areas of strength

Areas of need

### Social, Emotional and Mental Health (SEMH)

Areas of strength

Areas of need

### Physical and/or Sensory

Areas of strength

Areas of need

## HEALTH NEEDS

Record here any known health needs as advised by health services

- Please attach health report (if available)
- Add additional rows as necessary

<b>Area of need</b>		<b>Supporting professional</b>	
<b>Area of need</b>		<b>Supporting professional</b>	
<b>Area of need</b>		<b>Supporting professional</b>	

## SOCIAL CARE NEEDS

**Record here any known social care needs as advised by social services**

- Please attach social care report (if available)
- Add additional rows as necessary

<b>Area of need</b>		<b>Supporting professional</b>	
<b>Area of need</b>		<b>Supporting professional</b>	
<b>Area of need</b>		<b>Supporting professional</b>	

## OUTCOMES

**Long term outcomes**

- These should be agreed with the child / young person and their family

**Include here any identified outcomes related to an educational, health or care need**

- These should be specific, measurable, achievable, realistic, and time-based
- Not every row needs to be filled in if fewer outcomes have been identified. If needed, additional rows should be added.
- A copy of your own targeted plan could be attached if relevant

<b>Outcome</b>		<b>By when?</b>	
<b>Outcome</b>		<b>By when?</b>	
<b>Outcome</b>		<b>By when?</b>	



## EDUCATIONAL PROVISION

### Current provision

- Detail here provision the school/setting has put in place, over time and presently
- This should show evidence of the assess → plan → do → review process
- Please give evidence of how the £6,000 delegated funding is already being used (e.g. 15 hours TA support per week, specific therapeutic interventions, etc.) to meet needs

#### Reception

Assess	
Plan	
Do	
Review	

#### Year 1

Assess	
Plan	
Do	
Review	

**Recommended provision**

- Detail here provision recommended by the educational psychologist, specialist teacher, or other supporting professional
- Please indicate here how top-up funding or an EHCP will enable the school/setting to implement provision over and above the £6,000 delegated funding



## HEALTH PROVISION

Detail here input health services have provided to meet health needs

N/A

## **SOCIAL CARE PROVISION**

**Detail here input social care services have provided to meet care needs**

N/A

## ATTACHED REPORTS & ADDITIONAL DOCUMENTS

Reports should not be more than 18 months old, unless especially relevant. (Examples)

List here reports from services or additional documents relevant to this SEND Support Plan					
<b>Name of document</b>	Educational psychologist report	<b>Date</b>		<b>Supporting professional</b>	Dr Claire Page
<b>Name of document</b>	Letter to Paediatrician	<b>Date</b>		<b>Supporting professional</b>	Dr Claire Page
<b>Name of document</b>	MAPA forms	<b>Date</b>		<b>Supporting professional</b>	MAPA trained staff at school
<b>Name of document</b>	LES Plan	<b>Date</b>		<b>Supporting professional</b>	A Simpson
<b>Name of document</b>	Behaviour plan	<b>Date</b>		<b>Supporting professional</b>	A Simpson
<b>Name of document</b>	Positive handling plan	<b>Date</b>		<b>Supporting professional</b>	A Simpson
<b>Name of document</b>	PPPs	<b>Date</b>		<b>Supporting professional</b>	A Simpson
<b>Name of document</b>		<b>Date</b>		<b>Supporting professional</b>	

## CONSENT TO SHARE INFORMATION

We may work with internal and external agencies in order to support your plan. These agencies are primarily health, education (schools) and our own social care teams. Working with these agencies may involve our sharing information you have provided in this plan, or gathering further information to support the details you have already provided. If you are happy to provide your consent to share this information in this way, please sign below.

Signatures			
<b>Child / Young Person</b>		<b>Date</b>	
<b>Parent / Carer</b>		<b>Date</b>	
<b>Supporting professional</b>		<b>Date</b>	13/11/2019

If you would **not** like to share this information please select which agencies we should refrain from sharing with by ticking the appropriate box.

**Education**

**Health**

**Social Care**

If you have any questions regarding this sharing, please contact the Leicestershire Special Educational Needs Assessment (SENA) Service:

**Email** [senaservice@leics.gov.uk](mailto:senaservice@leics.gov.uk)

**Phone** 0116 305 6600

