

Greentrees Primary School

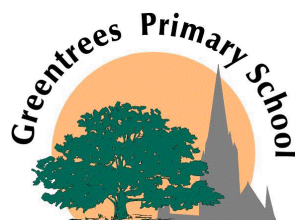
Behaviour Policy

Date policy last reviewed: September 2025

Signed by:

Alan Geary Headteacher Date: September 2025

Mark Wilson Chair of governors Date: September 2026



Behaviour Policy

1 Aims and expectations

1.1 It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school Behaviour Policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

1.2 The school has a number of **Golden Rules**. The primary aim of the Behaviour Policy is to encourage children to keep these rules, which are intended to promote good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

- Do be gentle – don't hurt anyone.
- Do be kind – don't hurt others' feelings.
- Do be honest – don't cover up the truth.
- Do work hard – don't waste time.
- Do play co-operatively – don't spoil other people's games.
- Do look after property – don't waste or damage things.
- Do listen to people – don't interrupt.

1.3 The school expects every member of the school community to behave in a considerate way towards others.

1.4 We treat all children fairly and apply this behaviour policy in a consistent way.

1.5 This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

1.6 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

1.7 Our whole school community – staff, pupils and parents/carers – are aware of their rights and responsibilities towards ensuring high standards of behaviour across the school (see Appendix 1).

2 Rewards and punishments

2.1 We praise and reward children for good behaviour in a variety of ways:

- teachers congratulate children;
- teachers give children team points;
- each week we nominate a child from each class to be 'Learner of the Week';
- each 'Learner of the Week' receives a sticker in the school's **Celebration Assembly** and has their name recorded in the 'Learner of the Week' folder;
- teachers praise children either for consistent good learning or behaviour.

- children receive certificates for collecting team points 'Gold', 'Diamond', 'Outstanding' and 'Greentrees Giant' certificate winners, also receive a prize.
- stickers for good manners and consideration are presented in our weekly Celebration Assembly.

2.2 The school acknowledges all the efforts and achievements of children, both in and out of school.

2.3 The school employs a number of sanctions to enforce the **Golden Rules**, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own or with a Teacher Assistant.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher will implement the following procedure:

First Incident	Step 1	Verbal warning.
Further Incidents	Step 2	Child is given a Yellow 'Warning' Card.
	Step 2a	If behaviour improves, yellow card is removed – back to Step 1
	Step 3	Child is given a Red Card. This indicates a loss of five minutes of Golden Time for that week which is then recorded on CPOMS.
	Step 4	Additional Red Cards will result in further loss of Golden Time.
	Step 5	If a child misses several Golden Times, parents/carers are usually informed, and the class teacher will meet the parent/carer to discuss additional measures/strategies to support turning this behaviour around.
	Step 6	If poor behaviour continues a meeting will be held with the class teacher and phase leader.
	Step 7	If behaviour is still unresolved, parents/carers will be asked to attend a meeting with the headteacher or deputy headteacher.

Occasionally, incidents of misbehaviour deemed to be more severe may result in steps 1 and 2 above being bypassed.

- If a child misbehaves repeatedly, we isolate the child from the rest of the class until they calm down, and is in a position to work sensibly again with others.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session. The child may have to be collected from the premises if they are a danger to self or others.
- If a child threatens, hurts or bullies another pupil, the class teacher records the incident. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents/carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

Serious behaviour incidents, including those involving Harmful Sexualised Behaviour (HSB) are dealt with in accordance with the school's approach to Child-on-child Abuse as outlined in our Safeguarding and Child Protection Policy.

2.4 There may be instances where some elements of the Behaviour Policy may need to be adapted to ensure inclusion. Any departure from the Behaviour Policy, due to specific

circumstances, will be formulated into an individual behaviour plan or a 'de-escalation' plan and clearly communicated to the child, staff and parents/carers.

2.5 The class teacher discusses the **Golden Rules** with each class. In this way, every child in the school knows the standard of behaviour that we expect. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class.

2.6 The school does not tolerate bullying of any kind.

2.7 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE guidance July 2013. On rare occasions, it may be necessary to remove a pupil from danger, or to protect themselves or others. We use the minimum of force and follow the guidelines laid down by the DfE Use of Reasonable Force document. The school's policy is to try to avoid physical restraint. In particular:

- We create a calm environment that minimises the risks of incidents arising that might require using force.
- We try, where possible, to de-escalate incidents if they do arise.
- We only use force when the risks involved in doing so are outweighed by the risks involved if not. This is a last resort.

3 The role of the class teacher

3.1 It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

3.2 The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

3.3 The class teacher treats each child fairly and enforces the Golden Rules consistently. The teacher treats all children in their class with respect and understanding.

3.4 If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Phase Leader and then Headteacher or Deputy Headteacher.

3.5 The class teacher liaises with the SENCo and external agencies, as necessary, to support and guide the progress of each child. The class teacher/SENCo may, for example, discuss the needs of a child with the Local Authority Behaviour Support Service. A 'De-escalation Plan' or 'Behaviour Plan' may be developed to support the child.

3.6 The class teacher reports to parents/carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

4 The role of the Headteacher

4.1 It is the responsibility of the Headteacher to implement the Behaviour Policy consistently throughout the school, and to report to the Local Governance Committee, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

4.2 The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

4.3 The Headteacher keeps records of all reported serious incidents of misbehaviour.

4.4 The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. This action is only taken after the Local Governance Committee has been notified.

5 The role of parents/carers

5.1 The school works collaboratively with parents/carers, so children receive consistent messages about how to behave at home and at school.

5.2 We explain the **Golden Rules** in the school prospectus, and we expect parents/carers to read these and support them.

5.3 We expect parents/carers to support their child's learning, and to co-operate with the school, as set out in the home–school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents/carers immediately if we have concerns about their child's welfare or behaviour.

5.4 If the school has to use reasonable sanctions for a child, parents/carers should support the actions of the school. If parents/carers have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher, and if necessary, the Local Governance Committee. If these discussions cannot resolve the problem, a formal grievance or complaint process can be implemented.

6 The role of the Local Governance Committee

6.1 The Local Governance Committee has the responsibility of setting down these general guidelines on standards of behaviour, and of reviewing their effectiveness. The Local Governance Committee support the headteacher in carrying out these guidelines.

6.2 The headteacher has the day-to-day authority to implement the school Behaviour Policy, but the Local Governance Committee may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

6.3 The Local Governance Committee and staff are aware of their duty to prevent radicalisation.

7 Fixed-term and permanent exclusions

7.1 Only the headteacher (or the acting headteacher) has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

7.2 If the headteacher excludes a pupil, they inform the parents/carers immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the

parents/carers that they can, if they wish, appeal against the decision to the Local Governance Committee. The school informs the parents/carers how to make any such appeal.

7.3 The headteacher informs the Local Authority and the Local Governance Committee about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

7.4 The Local Governance Committee itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.

7.5 The Local Governance Committee will assist in the formation of a Discipline Committee in accordance with Pickwick Academy Trust's delegation. This committee considers any exclusion appeals on behalf of the Local Governance Committee.

7.6 When the Discipline Committee meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents/carers and the Local Authority, and consider whether the pupil should be reinstated.

7.7 If the Discipline Committee decides that a pupil should be reinstated, the headteacher must comply with this ruling.

8 Monitoring

8.1 The headteacher monitors the effectiveness of this policy on a regular basis. The headteacher also reports to the Local Governance Committee on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

8.2 The school keeps a variety of records of incidents of misbehaviour. The class teacher records incidents resulting in a red card. Any incidents that occur at break or lunchtimes are shared with class teachers or the headteacher as appropriate.

8.3 The headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

8.4 It is the responsibility of the Local Governance Committee to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

9 Review

This policy was reviewed in September 2025.

9.1 The Local Governance Committee reviews this policy every year. The Local Governance Committee may, however, review the policy earlier than this, if the government introduces new regulations, or if the Local Governance Committee receives recommendations on how the policy might be improved.

10 Associated Policies

This policy should be read in conjunction with:

- GPS Safeguarding and Child Protection Policy
- PAT Professional Expectations and Standards
- GPS Anti-Bullying Policy

Signed: Mark Wilson (Chair of Governors)

Date: September 2025 **Next Review:** September 2026

Appendix 1

Rights and Responsibilities

PUPILS have the **right** to expect that:

- The school will do all it can to ensure that they are kept safe.
- ALL adults in the school will respect their feelings and will not “put them down” nor deliberately belittle them.
- The school will protect them from bullying in whatever form it presents itself.
- The school will respect their right to a healthy lifestyle; (including breaks) and will support them in achieving it.
- The school will join them in celebrating all their achievements and will emphasise the positive whenever possible.

PUPILS also have the **responsibility** to:

- Ensure that everyone in their school feels safe and to not put others in any danger.
- Respect other people’s feelings and not “put anyone down”.
- Do their best to make everyone around them feel good about themselves and what they do.
- Try their hardest in all that they do.
- Look after all possessions; their own, other people’s and the school’s.
- Care for everyone in their school.
- Make the right decisions about keeping themselves healthy.
- Never bully anyone, in any way, in any situation, for any reason at all.
- Tell adults if they are worried about anything or if they think something is not right.
- Be positive about what their friends do in school and at home.
- Be proud of the school and of others’ achievements as well as their own.

Parents/Carers have the **right** to expect that:

- The school will do all it can to ensure their child’s safety.
- ALL adults in the school will treat their child with respect and not deliberately belittle or “put them down”.
- Pupils and adults in the school will always be respectful towards their pupil/s and any concerns they may have.
- The school will care for possessions to the best of its ability.
- The school will inform them, as soon as possible, if there is an issue concerning their child’s well-being.
- The school will not tolerate bullying in any form and will deal with it in a rigorous and fair manner.
- The school will encourage and support their child in living a healthy and fulfilling life in school.
- The school will share their child’s achievements with them.

Parents/carers have the **responsibility** to:

- Ensure that all children in the school feel safe and to follow the school’s policies on these issues.
- Treat all pupils and adults in the school with respect and dignity.
- Look after possessions that may belong to pupils or the school itself.
- Inform the school if there are any issues or worries that they have concerning their child’s well-being.
- Report to the school any incidences of bullying so that can be dealt with promptly, and not to take matters into their own hands.
- Be positive about the school and support school staff in celebrating their child’s and other children’s achievements.
- Encourage their child to take healthy options and to participate fully in school life.
- Ensure that pupils are well-prepared and suitably equipped for school.

The **school staff** has the **right** to expect that:

- All the adults will be kept safe at work as fully as the school is able.
- All adults and pupils will treat them with respect.
- All possessions will be looked after by pupils and adults alike.

- All incidents of bullying will be dealt with quickly and the Local Governance Committee and Headteacher will support them in dealing with these incidents.
- All pupils and adults will support the school in encouraging a healthy lifestyle for everyone in school.
- They will be supported in leading a healthy lifestyle with a good work/life balance.
- All pupils and adults will support them in celebrating pupils' achievements.

The **school staff** has the **responsibility** to:

- Keep all children and adults in the school as safe as is possible.
- Treat all children and adults in the school with respect.
- Look after possessions in school to the best of their ability.
- Treat all concerns seriously whether they be raised by a child or an adult.
- Deal with incidents of bullying promptly with care and deference to the individuals concerned.
- Support every child to lead a healthy life style, and to recognise that children's wellbeing is a concern for us all.
- Celebrate and support the achievements of all the children.