



# **BEHAVIOUR POLICY**

**REVIEWED SPRING 2025**

---

**'Green Lane – a Big School with a Big Heart'**

---

# **Green Lane Primary Academy**

## **Behaviour Policy**

Green Lane Primary Academy works hard to create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.

We are committed to teaching appropriate and relevant social skills and behaviour patterns to all children as their entitlement and their right. In doing this we offer our children the chance to fully participate in the life of our school and our community by empowering them to take charge of their lives.

### **Aims**

We have three central aims in our approach to behaviour:

- To promote high expectations of standards of behaviour
- To set clear rules and guidelines on acceptable behaviour, which are consistently applied
- To involve staff, children, parents and governors in promoting this policy

### **Objectives**

- To encourage children to take responsibility for their own behaviour
- To develop self-respect and respect towards others
- To show respect towards their environment
- To show thoughtfulness and good manners

We therefore focus on our 'Golden Rules'

**Be gentle**  
**Be kind and helpful**  
**Look after property**  
**Listen to people**  
**Work hard**  
**Be honest**

### **Legislation and statutory requirements**

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

[Behaviour in schools: advice for headteachers and school staff 2024](#)

[Searching, screening and confiscation: advice for schools 2022](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education](#)

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)

[Use of reasonable force in schools](#)

[Supporting pupils with medical conditions at school](#)

[Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy

[DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our Funding Agreement and Articles of Association.

### **The Role of Staff**

In order to achieve good standards of behaviour within school, staff are expected to:

- Promote positive role models by treating children, parents and colleagues with respect, fairness, empathy and dignity.
- Promote high expectations.
- Reinforce and praise good behaviour, caring attitudes and 'trying to do your best' as well as success
- Develop an awareness of each child as an individual
- Understand that a sense of humour often diffuses a situation
- Have a fair and consistent approach on applying rules
- Display a calm manner at all times
- Refer to the behaviour and not the child
- Have a team spirit where staff are prepared to give support and time in offering ideas and strategies to colleagues
- Acknowledge that problems within school are a shared responsibility

### **The Role of Parents and Carers**

Parents have an important role in supporting staff. Most parents are willing and anxious to give this support but are not always sure how they can do this effectively.

It is always helpful when parents:

- Encourage children to respect school
- Ask questions about their work and behaviour
- Show interest in their child's progress
- Praise good reports and certificates sent home
- Support the Class Teacher
- Visit school not just when there is a problem

- Discuss with the Class Teacher or Head Teacher any problems which could affect their child emotionally or academically within school
- Work in partnership with the school to address any ongoing or incidental behavioural concerns

### **The Role of Children**

Children should appreciate that there are certain codes of behaviour, which are acceptable and generate approval. This should include:

- Learning what good behaviour means
- Learning to care for one another
- Learning to value friendship
- Developing self-confidence and raise self esteem
- Speaking to all teachers, adults and children with respect
- Understanding other people's points of view, settling problems by talking and involving adults
- Achieving as much as possible in all areas of their work
- Taking care of school and other people's property
- Moving calmly and quietly around school
- Treating others as you would wish to be treated
- Making it easy for everyone to learn by listening carefully, following instructions, responding appropriately, waiting their turn patiently

### **Rewarding Good Behaviour**

Acceptable behaviour and hard work should always be recognised and rewarded. Reminders should be given at regular intervals to motivate children towards a feeling of success. The following rewards and incentives are used at Green Lane Primary Academy:

- Teachers congratulating pupils with specific verbal and written praise
- Stickers and certificates
- Star of the Week awards
- Responsibility and leadership
- Golden Time
- Extra playtime
- Communicating praise to parents/carers via a phone call or written correspondence

## Unacceptable and Disruptive Behaviour

A child's behaviour is deemed unacceptable when they:

- Show lack of respect for others including children and adults
- Show lack of respect for their environment and the property of others
- Demonstrate any form of racist, sexist, homophobic or discriminatory behaviour
- Refuse to work, shout, walk away when spoken to
- Throw things and spoil other children's work.
- Demonstrate aggressive behaviour including fighting, bullying, persistent name calling and swearing

In order to provide a clear framework for establishing good behaviour throughout Green Lane we have adopted a Positive Behaviour Plan.

This Plan provides an agreed code of behaviour in the classroom, in communal areas, in the playground, around the school site and on educational visits. In addition to teaching time, the Positive Behaviour Plan also covers our extra-curricular activities.

In order to promote our Positive Behaviour Plan we have incorporated a series of three stages and sanctions. This gives pupils several opportunities to correct unacceptable behaviour.

Central to our philosophy is the overt and frequent praising of good behaviour and the provision of a consistent framework of consequences for noncompliance.

The Positive Behaviour Plan incorporates three stages to ensure that all of our pupils know what is expected of them and how we will communicate their behaviour to parents:

**Stage 1. Reminder** - this is a personal reminder to an individual child who is not following an instruction or is not demonstrating the expected behaviour

**Stage 2. Name on Board** – this is used as an additional, visual reminder

**Stage 3. Out of Class** – if the child continues to misbehave they are sent to their designated 'out of class' link teacher. This is recorded on CPOMS and parents informed. The class teacher and team leader will then decide if the pupil is able to take part in Golden Time at the end of the week or any other rewards.

Each session of the day begins with **Stage 1** – pupils should be given the opportunity to reset their behaviour.

Misbehaviour at playtime will result in an immediate playtime detention. If this occurs at the end of playtime, detention will take place the following day. Misbehaviour at lunchtime will result in a lunchtime detention or a playtime detention the following day.

Detention is also used at the discretion of the class teacher. All incidents leading to detention will be recorded on CPOMS by the member of staff making the decision.

When dealing with any serious case of behaviour, Green Lane Primary Academy will refer to the DfE guidance: Suspension and Permanent Exclusion for Maintained Schools, Academies and Pupil Referral Units in England – September 2024.

## **SEND – SEMH**

Green Lane recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

If a child demonstrates, significantly consistent and challenging behaviours then the SENDCO will be involved. In accordance with the school SEND Policy the need will be addressed through the Code of Practice and needs identified.

## **Pastoral Care**

This is the responsibility of all staff but especially the class teacher and the school Pastoral Lead. Efforts should be made to build up an understanding and relationship with the child. This will make discussion of attitudes and criticism of poor achievements or behaviour acceptable. It should also provide an awareness of any underlying problems the child may have.

All staff have the support of the Head Teacher and the Deputy Head Teachers in matters of pastoral care. They also have support from the Year Team Leader, Assistant Head Teacher and the Designated Child Protection Officers.

If a child is reported to the Head Teacher or Deputy Heads on a serious matter of discipline, details will be recorded in CPOMS including the reason for referral and action taken. Parents may be informed depending on the nature of the incident.

## **Damage to Property**

Damage to school or other children's property through misbehaviour, whether it is the fabric of the building or e.g. books which are defaced or damaged, will be reported to parents and, where appropriate, a request for a voluntary contribution towards the cost of repair or replacement will be made.

## **Bullying**

Any incidence of Bullying is taken very seriously and we take a zero-tolerance approach. For full information please refer to the school Anti-Bullying Policy.

## **Golden Time**

Golden Time is used to reinforce and reward positive attitudes and behaviour. Staff ensure that Golden Time is valued by enabling a range of changing activities. Children begin the week with an entitlement to Golden Time of approximately 20-30minutes.

If a child has received a Stage 3 (sent out of class to link teacher) teachers should withdraw all, or a proportion dependent on age, of their Golden Time. Children who have behaved consistently well have earned the right to have their Golden Time.

Golden Time should never, under any circumstances, be withdrawn from a whole class or year group.

## **Behaviour Plan**

For repeated patterns of unacceptable behaviour in breach of school rules, a child will be given a behaviour plan to support improvement. The Head Teacher or Deputy Head Teacher will meet with the child to discuss the behaviour that has led to the sanction and to ensure the severity of this measure is understood.

Behaviour will be reported across the day, in every lesson and at break times, and will be reviewed at the end of the week. Parents will be asked to sign the plan daily. A review will take place at the end of week 1 to decide whether an extension is needed. Parents will then be informed.

## **Positive Handling Strategies and Physical Intervention**

A number of staff are trained in Team Teach (positive handling) strategies. However, all teachers are charged with the care of children within their control and if a situation arose which needed immediate attention, the attending teacher is authorised to deal with it.

All members of staff are aware of the regulations regarding the use of reasonable force by teachers, as set out in the Education and Inspection Act 2006, Section 93 and non-statutory advice from DfE July 2013. Using this guidance, staff will only intervene physically using positive handling for the following reasons:

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

## **Suspension and Permanent Exclusion**

The school will only suspend or permanently exclude a pupil where it is absolutely necessary, and where all other possible disciplinary sanctions, as detailed in this Behaviour Policy, have failed to be successful.

A decision to exclude a pupil will be taken only:

- In response to a serious breach or persistent breaches of the school's behaviour policy, and

- If allowing the pupil to remain in school would seriously harm the education or welfare of others

The Head Teacher has the sole power to exclude pupils from school. In cases such as this, the LA will always be informed.

Before deciding whether to exclude a pupil, either permanently or for a fixed period, the Head Teacher will:

- Consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked
- Allow the pupil to give their version of events
- Consider if the pupil has special educational needs or a disability (SEND)

Green Lane Primary Academy works within the Middlesbrough LA policy and guidance for Exclusion Procedures.

**Links with Other Policies:**

Child Protection and Safeguarding Policy

Anti-bullying Policy

Staff Induction Policy

ITT/ECT Policies

Suspensions and Permanent Exclusions Policy



