

Our School Behaviour Policy



Ratified by Governors:	January 2015
Reviewed	March 2020
Next Review Due:	March 2021

Behaviour Statement:

What behaviour do we expect from our children?

In EYFS and Key Stage 1, the behaviour policy is based on the theme of: 'It's Good to be Green!' In Key Stage 2, the behaviour policy is based on the theme of: 'Be Your Best!'

We have identified six 'Good to be Green/Be Your Best' rules which we feel are realistic expectations and are intended to promote the school values, aims and ethos.

These rules are:

We are kind, polite, helpful and aware of other's feelings.

We always tell the truth.

We listen carefully to others without interrupting them.

We look after our own and other people's belongings.

We try our best, work hard and learn from our mistakes.

We treat other people the way we would like to be treated

Our rules apply to both adults and children.

EYFS and Key Stage 1 - How our Good to be Green behaviour system works:

1. Each child has their name and place on the behaviour system card holder (displayed within each classroom).
2. Every child starts each new day with a **green** card.
3. If a 'Good to be Green' rule is broken an appropriate verbal warning will be given to the child. There are no consequences at this point and the child remains on a **green** card.
4. If the child continues to not follow the 'Good to be Green' rules, they will be asked to change their card to **yellow**. This is another chance for the child to turn their behaviour around. This incident is recorded in the class record log book.
5. If the child continues to make poor choices they will change their card to **red**. This will result in the following consequence:
 - Nursery and Reception - have 'time out'.
 - Years 1 & 2 - Miss 1 playtime.
 - Years 3 to 6 - Attend 1 break time detention.
6. Parents will receive a red card letter to inform them that their child has had a consequence and why. Children in years 3 - 6 will also receive a text message.
7. If a child gets a second red card letter in a week parents will be asked to come into school to discuss the matter with the class teacher.
8. If a child gets 2 **red** cards in a day they will be sent to work in a 'Buddy Class' for a set period of time.
9. In the unlikely event that a child breaks a Good to be Green rule for a third time in a day, they will be sent to the Head or Deputy with a **serious incident card**. Parents will be invited into school to discuss this with the Head or Deputy.

3 or more yellow cards in 1 week (low level behaviours)

If a child receives 3 or more **yellow** warning cards within a school week (Monday to Friday), they will receive the consequences of a **red** card:

Nursery and Reception- have 'time out'.

Years 1 & 2 - Miss 1 playtime

Years 3 to 6 - Attend 1 break time detention and receive a text home.

Serious Incidents

Some incidents are so serious that they will be dealt with by going straight to the Head or a member of the Senior Leadership Team (SLT)

A child would not receive the usual yellow and red cards.

In school this is known as receiving a **serious incident card**.

Such incidents might be:

- Physical aggression
- Inappropriate language - swearing
- Derogatory language - relating to race, religion, culture, special educational needs, disability, age, gender, sexual orientation, appearance, health conditions, family/home circumstances (including same sex partnerships). This includes homophobic and transphobic language and bullying.
- Refusal to work
- Dangerous behaviours

Behaviour Contracts:

The 'Good to be Green' behaviour policy will apply to the vast majority of our children.

For the small minority a different personal system will be necessary.

Rewarding Good Behaviour in EYFS and KS1

In many situations the adult's acknowledgement of appropriate behaviour will be the best reward.

This will take the form of:

- ✓ Verbal praise for specific things;
- ✓ Using good role models;
- ✓ Smiles, nods and winks to individuals looking to you for approval;
- ✓ Thumbs up sign to show approval.
- ✓ Stickers, notes home
- ✓ Green tickets (raffle)

More specifically as part of our 'Good to be Green' system children will:

- ✓ Collect 1 sticker each week to put on their 'Good to be Green' chart, if their card has remained green all week.
- ✓ These stickers are used to earn prizes throughout the school year.
- ✓ 'I've been green all week card' is to be taken home on Friday, for parents to celebrate with their child.
- ✓ Weekly (Friday) raffle within each class

Silver Privilege Card

- ✓ **Silver** privilege cards are awarded for outstanding behaviour.
- ✓ If a child receives a **silver** card they will go immediately to the Head/Deputy for a treat from the silver box.
- ✓ Parents will receive a silver postcard informing them of this wonderful news!

How do we promote positive behaviour?

Our broad and balanced curriculum provides opportunities for all children to achieve success and to feel good about themselves. We have a comprehensive programme to develop SMSC and British Values and to teach PSHE. In this way we are able to create a culture of respect and tolerance and make our children resilient to any adverse influence in their life, including **extremism and radicalisation**.

Key Stage 2 - 'Be Your Best' behaviour management system works in the following way:

1. All the children start the day **green**.
2. If a child breaks a 'Be Your Best' rule then an adult in school will positively remind them of behaviour expectations - this is known as a **verbal warning**. There are no consequences at this stage.
3. If a child continues to break a 'Be Your Best' rule then an adult will discreetly inform the child they have moved to yellow (as there is no visual reminder for them). There are no consequences at this point, except the child will not be able to earn their 5 dojos for the week.
4. If a child breaks a 'Be Your Best' rule for a third time then an adult will discreetly inform the child they have moved to red (as there is no visual reminder for them). The child's parents/carers will receive a text explaining the reason for the red card.
5. If a child receives two red cards in one school week the child's parent/carer will be contacted by the class teacher to discuss their child's behaviour.

6. Serious Incidents

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Such incidents might be:

- Physical aggression
- Inappropriate language - swearing

- Derogatory language - relating to race, religion, culture, special educational needs, disability, age, gender, sexual orientation, appearance, health conditions, family/home circumstances (including same sex partnerships). This includes homophobic and transphobic language and bullying.
- Refusal to work
- Dangerous behaviours

Behaviour Contracts:

The 'Be Your Best' behaviour policy will apply to the vast majority of our children. However, for the small minority a different personal system will be necessary.

Rewarding Good Behaviour in Key Stage 2

In many situations the adult's acknowledgement of appropriate behaviour will be the best reward.

This will take the form of:

- ✓ Verbal praise for specific things;
- ✓ Using good role models;
- ✓ Smiles, nods and winks to individuals looking to you for approval;
- ✓ Thumbs up sign to show approval.
- ✓ Stickers, notes home
- ✓ Dojo Points
- ✓ End of half term treat

KS 2 Dojo Certificate/Badge System

Children will be rewarded for positive behaviours using Dojo Points.

Dojo Certificates (Y3 and 4) Dojo Badges (Y5 and 6)	Number of Dojos
RUBY	50
EMERALD	125
SAPPHIRE	225
DIAMOND	350
BRONZE	500
SILVER	750
GOLD	1 000
PLATINUM	1 250

Half Termly Treats:

A treat will be given half termly for the children who meet the following criteria:

- They earned whole treat time (around 1hr) for all those children who have been green each half term.
- For every red card given, within a half term period, 10 minutes of treat time will be not be able to be earned by a child.
- For every 3 yellow cards given, within a half term period, 10

minutes of treat time will not be able to be earned by a child.

All staff should:

- ✓ Make sure that the behaviour policy is **consistently** and **fairly** applied.
- ✓ Deal with situations as they arise, in all aspects of school life with all children in the school.
- ✓ Use only positive language.
- ✓ Intervene early and expect children to do as you have asked them the first time.
- ✓ Ensure disruptive choices are not allowed to become a pattern in behaviour.
- ✓ Ensure the six 'Good to be Green'/'Be Your Best' rules are clearly displayed in all classes and communal areas of our school. They are applicable from Nursery to Year 6, and are **not negotiable**.
- ✓ Ensure children are taught the meaning of the rules in an age appropriate way.
- ✓ Use PSHCE time as a useful way to teach and discuss aspects of behaviour.
- ✓ Deal with each other and all members of the school community, in a polite and respectful manner.
- ✓ Reflect upon the organisation of children to ensure that they are not put into a situation where they are bound to fail.
- ✓ Be aware of trouble spots and try to analyse what causes them so that it can be avoided or removed.

- ✓ Have high, appropriate expectations of behaviour in all parts of the school e.g. in corridors, toilets, school hall, playgrounds etc.
- ✓ Observe children in order to undertake trigger analysis of problems and plan to avoid them to prevent inappropriate behaviour.
- ✓ Make children feel valued by listening to them and giving them time to explain
- ✓ Take great care to listen to all sides of the story, and to other children who may have witnessed the incident. Staff must be mindful not to scapegoat.
- ✓ Get to know the children to be able to bring out the best in them.
- ✓ Avoid confrontation.
- ✓ Make the reason for rewards and sanctions explicit.
- ✓ Make sure that children know what acceptable behaviour looks like, and avoid the use of the general words like "be good".
- ✓ Help children to develop good relationships, by intervening at an appropriate point to talk things through.
- ✓ Ensure children are involved in appropriate games in the playground
- ✓ Make sure work is well matched, has good pace and children are challenged.
- ✓ Avoid keeping children waiting.
- ✓ Share specific praise and approval with parents when children have behaved well.
- ✓ Ensure parent/ carers are aware on the day if the child has received a red card or three yellow cards in a week.

- ✓ Ensure parents/ carers are made aware from the start and are involved in helping managing unacceptable behaviour
- ✓ Embed the practice of routinely setting achievable targets and celebrating with the child their success in achieving them.
- ✓ Make it clear that it is the behaviour that is acceptable or unacceptable - NOT THE CHILD.

Children should

- Celebrate stuckness
- '3Bs Before Me'- Independent learning

Searching and Confiscation

School will refer to the advice given by the Department for Education for headteachers, school staff and governing bodies for Searching, Screening and Confiscation, February 2014.

The following items are banned from school and the school grounds:

- Knives or weapons, alcohol. Illegal drugs and stolen items
- Tobacco and cigarette papers, fireworks and pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

Use of Reasonable Force

School will refer to the advice given by the Department for Education for "Use of Reasonable Force" February 2014.

All members of school staff have a legal power to use reasonable force, to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

Force can be used to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

If a child is considered to be a danger to self or others a decision will be made to remove either the child or other children from the vicinity of the child in question.

In the event of an incident involving physical contact the parents/carers of the pupil will be informed and post-incident support outlined if necessary. A record of such intervention will be completed and kept by the school.