

RUSHEY GREEN PRIMARY SCHOOL



BEHAVIOUR POLICY

Approved by: Ruth Pott-Negrine

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Signed:

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1. Rationale

We believe that learning takes place best when children and adults feel safe, happy and relaxed. Good behaviour in the classroom and throughout the school is essential if this is to be the case.

In order to promote good behaviour we;

- Develop children's understanding of their rights and responsibilities
- Develop with each class a behaviour contract and rules to protect rights and explain responsibilities
- Ensure that all staff promote good behaviour through a common approach to behaviour issues
- Consistently follow through the consequences of a pupil's behavioural choices
- Frequently using praise and reward
- Develop support programmes for pupils who are experiencing difficulty
- This policy links to the Governors statement of behaviour principles.

Our behaviour policy has three basic principles:-

Safety

Respect

Opportunity to learn

We encourage children to:-

Show respect to one another

Take care of their own and other peoples' property

Be honest and hard working

Be co-operative with teachers and other adults.

Enjoy their childhood.

Adults at Rushey Green will:-

Set clear boundaries

Be consistent and fair

Create a safe and positive environment

Recognise and reward effort and appropriate behaviour

Deal with inappropriate behaviour quickly, calmly and professionally at all times

Inform parents regularly.

At Rushey Green, we promote positive behaviour at all times. All staff are expected to model correct behaviour in all aspects of school life.

2. Strategies to promote good behaviour

We use the following strategies to promote good behaviour;

Celebration assembly

Star Certificates

Each Friday a celebration assembly is held. Each teacher chooses two children in their class for a star certificate; this is presented to the children in front of the whole school.

Merits

Merits are managed by the class teachers in KS2. At the start of the term each child has their name on the merit chart in their class.

Children can earn merits for good effort in their studies. These are marked with an M in a circle in children's books and then crossed through when they have been added to the children's charts. Throughout the year the children can collect merits. When they have reached each multiple of 20 the child will get a prize from the prize box in each class.

In some classes a larger prize is available to the child that has the most merits across a term.

Going for Gold

Children start each day on the blue card. If they behave well they can be moved 'up' the going for gold chart. At the end of the day children who have achieved silver they will be given a silver star at the end of the day. If they achieve gold they will be given a gold star. The results of all children at the end of the day are logged to monitor in class behaviour.

Star of the day

At the end of each day the teacher leads a discussion about who should be the star of the day and one child is chosen to have a certificate to go home with. In KS2 it could be that the previous day's winner leads the discussion and chooses the day's star of the day.

Lining up points

Year groups 1-4 and Upper KS2 phase (Y5&6) will have a lining up competition where the class is given a point for lining up the best. At the end of each week the highest scoring class have extra playtime at the end of Friday lunchtime.

Headteacher rewards

Children who have completed outstanding pieces of work may take that work to SLT after afternoon registration for a special well done and a sticker.

You made me smile book

Members of staff can enter 'stories' of children who have made them smile. The story is shared in assembly and the named child given a special scented sticker. These stories should be around kindness, thoughtfulness or something that has made a member of staff laugh.

Values Trip to Gambado's

At the end of each 'old' term teachers choose two children from each class to attend a values day trip to the indoor play centre 'Jump'. These children are chosen because they have upheld the one or more of the school values over the course of the term. Attendance on values trips is recorded on the children's profile and reported in final year reports.

3: Supplementary rewards that teachers may consider using

Table points – Table can earn point for being, ready, tidy etc first. The table with the most points at the end of a given period can be given a reward.

Class rewards – Class can earn tokens to a goal (e.g. marbles in a jar) for a specific behaviour (working quietly, tidying up quickly, etc.) once the target has been reached a whole class reward can be given.

4: School rules and class contracts

Our Calm school code

Our school rules are discussed with pupils at the beginning of each academic term, and regularly throughout the school year. These form the basis of the calm school code.

- Act kindly and show respect
- Speak nicely
- Work hard
- Listen carefully
- Move calmly

These rules are displayed prominently throughout the school and in each classroom and are regularly addressed during Circle Times and Assemblies. All children are expected to follow this code and all adults are expected to provide children with outstanding models of these behaviours.

Classroom rules

At the beginning of each school year the teacher will discuss with the children their rights and responsibilities. This will then be developed into a set of agreed classroom rules that aim to protect individual rights and remind us of our responsibilities they have to protect other people's rights.

These rules will be named based on the calm school code.

These rules are written in a positive way that describes the required behaviour as well as detailing the behaviours that are not wanted. They are phrased in a series of sentences positively and negatively using the collective pronouns us, we, our etc. e.g.

Speak nicely "In our class we think carefully about the words we use. We say the right things in the right way to make people feel good about themselves and solve problems calmly and peacefully. We do not use unkind words, inappropriate language or angry voices."

These rules are signed by all members of the class and copies are included in the year group booklets which are sent to parents in Term 1. The rules are displayed prominently in the class and referred to frequently throughout the year.

Children requiring behaviour support

Children who have difficulty with meeting the behavioural expectations despite the conscientious, consistent and caring application of this behaviour policy, will be identified as having a Special Educational Need and be placed on the Special Needs register. Initially a Behaviour Support Plan (BSP) will be drawn up. This meeting will involve the SENDCo and the class teacher and the parents/carer of the child. This meeting will identify triggers and proposed improved responses. This meeting will normally result in a monitoring system to see if the agreed actions have been successful. It should run for 4 weeks. A Pastoral Support Plan (PSP) will be developed for these children following the guidelines issued by the CYPS. This process will be led by the SENCO and the Deputy Headteacher with support from the Headteacher.

Absconding from School

If a child runs away from the school premises the staff will assess the situation and decide:-

- That the child can be retrieved and returned to school safely and successfully. This would be the most common action for **younger children**.
- That it would be safer not to follow a child and therefore prevent a chase which could possibly cause the child to run into danger e.g. crossing a road. This would probably be the most common occurrence for an **older pupil**. Parents and then Police would then be informed immediately.

Physical restraint

In extreme circumstances where a child is a danger to themselves or others, restraint procedures (Team Teach) will be implemented for the health and safety of themselves, other pupils and staff. Staff trained in Team Teach and Positive Handling are:

John Calvert, Michael Grocock, Judith Purkiss, Kirsten Handley and Caron Williams.

Other staff should not attempt physical restraint unless there is immediate danger to health.

Legislation

Section 93 of the Education and Inspections Act 2006 allows teachers, and other persons who are authorised by the Head teacher to have control or charge of pupils (see paragraph 5 below), to use such force as is reasonable in all the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- Committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility);
- Injuring themselves or others;
- Causing damage to property (including the pupil's own property);
- Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere.

The provision applies when a teacher, or other authorised person, is on the school premises, and when he or she has lawful control or charge of the pupil concerned elsewhere e.g. on a field trip or their authorised out of school activity.

At Rushey Green we aim to work in partnership with parents to provide an education of the highest quality, which celebrates everyone's success in a happy, caring, creative environment where all our differences are valued.

In the rare circumstances that it becomes appropriate to use physical intervention, it will be used as an act of care and not punishment and staff will follow the guidelines outlined below. Staff is required while taking any of the action detailed in this policy to ensure that the pupil understands that this is a last resort and the security of the pupil her/himself is continually maintained.

Circumstances when physical intervention might be appropriate

- Where action is necessary in self-defence or because there is an imminent risk of injury to persons or of significant damage to property e.g. kicking a chair, breaking equipment, damaging displays.
- where a pupil attacks another pupil or a member of staff
- Where a pupil absconds from class or tries to leave the school, in circumstances where that pupil could be at risk if not kept in the classroom or school.

It may be necessary to forcibly move a child in the following situations, but only when all other practicable strategies outlined in our behaviour policy have been tried:

- when a pupil persistently refuses to obey instructions to leave a classroom
- When a pupil is behaving in a way that is seriously disrupting a lesson.

A member of our staff will sometimes need to rely on their professional judgement about whether or not to physically intervene by placing her/himself in a hazardous situation or standing back and thereby allowing a pupil or colleague to face a potential hazard. Staff must balance the level and duration of their intervention against the seriousness and likely consequences of the incident.

For further information see our Positive Intervention policy which can be found on our website.

Appendix

i. Effective management of behaviour

Low-level behaviour issues are dealt with in the following ways and **before** sanctions are implemented:

- **The look!** “Paddington bear stare” raised eyebrow, quizzical
- **“Pause” direction.** Is that the right choice? Are you helping other or yourself learn? “I’d like you to think about what you’re doing”
- **Rule of three strategy.** quietly “stop tapping your pencil” then walk away and repeat x3. If it doesn’t happen then “I will come back and speak to you later.”
- **Choice Direction** “you can choose to keep talking and miss break or you can get on with your work and enjoy having break time with your friends” –then give space to avoid confrontation. You can either sit on that chair or that chair. (To someone walking around) “would you like me to work with you or work on your own?”
- **Tactical ignoring** (to another child) “oh well done Johnny I love your writing.” In effect this means: I have noticed you are doing that but I am teaching so I am not getting involved now. Go back and deal with it when not in front of the class to save “face” for miscreant.
- **Partial agreement-** I think that if you stop banging the pencil and get on with your work then you will be in line to earn your table a point.
- **When.....Then direction** “When you stop banging the pencil then I can work with you normally”
- **Positive phrasing/Avoiding questions** Don’t use too many “YOU” Avoid why are you doing that better if “it makes life easier for everyone when there are no pencils being banged.”
- **Rule reminder** That’s not what we do, we sit quietly in class.
- **Take Up time** - Give time to make right choice, it would be great if you were using that pencil properly by the time I got back to your table.
- **Cool Off time** Do not get in children’s zone when you have just won a small battle. Find some reason to give praise the next time your paths cross.
- **Form a positive relationship with wider school characters:** When you meet some of the children who seem to find school difficult take time to speak with them, make them feel valued by you. It may be next year that they are in your class and the trust they feel with you will be repaid across the year. Or it may be that they are calmer in your presence if they are cross.

Staff will use a range of strategies to ensure that children are given every encouragement to keep the classroom rules. However persistent rule breaches will require the use of consequences. This progresses through a number of stages.

ii. Managing Time Out

Aim

The aim of time out is to allow the children to take time away from the class calm down and consider their behaviour and the impact it has on others and to make a positive decision to make better behavioural choices upon their return. After a period of time they will be invited to rejoin the class and make any apologies that are necessary.

Using the Going for Gold chart

There are seven stages; all the children start on blue. Above is bronze, silver and gold. Below is white, yellow, orange and red.

Yellow card (in class time out)

Each class will have a table and/or set apart from the rest of the class where the child can sit for the duration of time out. If possible children should have their back to the rest of the class. They will remain in this place for 5 minutes after which they will be invited to rejoin the class and make apologies as necessary. Incidents of yellow cards are recorded on the pupil's profile on the MIS. A sand timer or other calming visual should be used.

Orange Card (paired class time out)

If a child is at the orange card stage they require time out in the partner class. The sending teacher child with orange card reflection sheet and the child is watched along the corridor to the receiving class. In this class, the child will sit at the time out table/chair and complete the reflection sheet. After 10 minutes the child returns to their original class (the paired teacher watching from the door) When they return to class the teacher invites them to rejoin the class and give any apologies that are necessary. Incidents of orange cards are recorded on MIS and must be followed by a phone call or a face to face meeting after the end of the school day. Parents/carers must not be surprised by sudden behavioural bombshells. We have a duty to let parents know how their child has behaved during the day.

At the end of the session the child will stay back to discuss the sheet with the class teacher. This may/ result in missing part of play or lunch.

Red card

If a child has progressed through these stages and then continues to make poor behavioural choices their name will be written on a red card. A red slip will be completed and they are sent for timeout with the SLT. At the end of the session the SLT member meets with the class teacher and the child and any necessary apologies are made. Parents are informed, preferably by telephone whilst the child is in the office.

iii. Dealing with children in a heightened emotional state

All staff are expected to implement the behaviour policy in a calm, consistent and skilful manner using every method possible to minimise confrontation and deescalate the situation. However, it is recognised that from time to time there will be a situation where a child may be in a heightened emotional state. In these situations the following four stage process applies.

Calming phase

Find a space where the child can be calm, the nurture room has no breakable objects and is filled with soft furnishings so is an ideal space.
Leave the child to for as long as is needed to be calm.

If the child at this point a child exhibits signs of distress for a prolonged period (e.g. aggressive, violent, abusive and a danger to themselves, others or school property etc) the SLT may decide to contact parents as they are showing signs of emotional stress and need to go home to calm down. The child should be returned to school as soon as they are calm and ready to reflect on their behaviour. This absence from school will be due to emotional distress and recorded as an illness. This strategy will only be used when agreed by the SENDCo the parents and the SLT and will not form part of normal routine behaviour policy. This is only to be used in exceptional circumstances.

Reflection phase

Once fully calm the child will be asked to complete a reflection sheet. This will be supported by a member of staff for younger children or those with additional needs. This is discussed with the child to agree the incident, inappropriate behaviours, even better if behaviours have been discussed and appropriate consequences.

Consequences phase

The child will need to make written apologies to everyone affected by their behaviour. They will also need to spend an appropriate amount of time away from their class working on their own under supervision (this will typically take place in the isolation room). This will include making up lost learning time during the child's breaks.

Restoration phase

It is vital that the children are restored to the class community after they have seen through the consequences of their poor behavioural choice. This ensures that relationships are re-established, that the lessons from poor choices have been learnt, the poor choices have been forgotten, a fresh start is possible and importantly the whole class community can learn from the mistakes and collectively offer support for the child to do better next time. Proper time should be set aside with the whole class to review and discuss the incident and consequences and agree how to support the child should they face a similar challenge. This could be part of a formal circle time. It is the responsibility of the class teacher to lead this session although support from the SLT is available if requested. The learning mentor should be informed of the incident so she can spend time creating an alternate, less damaging, strategy with the child.

Informing parents

Parents will be informed with a phone call, including a conversation with the child, wherever possible.

iv. Positive adult language

- ▶ Use the language of choice and consequence: (Well done – Good choice Samira. You sat down. Move your name up. Or Samira that is not a good choice. In our school we have consequences for poor choices. I am afraid you will have to move your name down)
- ▶ Minimise language around correction - name, direction, thank you ('Samira, put the pen down. Thank you')
- ▶ Is there anything I could do that would help you to manage your own behaviour better?
- ▶ When and then (e.g. 'When you've done two sentences then you can go and choose')
- ▶ Let's (e.g. 'Let's clear that up together')
- ▶ Take the blame (e.g. 'I don't think I explained that well')
- ▶ Refer to the expectations (in our class/school it is not ok to throw things when we are angry.)
- ▶ Casual question ('How many questions do we have to do before play everyone?')
- ▶ Broken record (Please would you pick up the pencil. Please would you pick up the pencil? I think it is entirely fair that I ask you again to pick up the pencil after you

threw it there. Please pick up the pencil.) Please note that tone of voice should remain neutral throughout.

- ▶ Wait until child is calm. (I want to listen to you; let me know when you are ready to talk, when you have regained yourself respect.)
- ▶ Empathise (We all get it wrong sometimes)
- ▶ Restore relationships (Welcome back. We are glad to have you back. We are not Hyena Class without you.)
- ▶ Recognise and praise all positive behaviours
- ▶ Everyone in the class should be praised multiple times every day (As a rule of thumb 8:1 positive to negative reminders in class)
- ▶ Every child should have at least one meaningful conversation with an adult every day
- ▶ Repeat if needed using exactly the same phrase
- ▶ Move to the agreed behaviour code if non-compliance continues (*unless the child is on an individual behaviour programme which determines the next step*)
- ▶ Use **calm** body language, a **calm** voice and **clear** language
- ▶ When the child corrects their behaviour let them know they are making a better choice. Use a verbal comment e.g. 'Good choice Kim – you sat down'or give a thumbs up or a smile.
- ▶ Keep praise low and level to maintain calm, do not overly stimulate children unused to praise.

Avoid – These are taken from the excellent book by John Murphy *Why are you shouting at us?*

- ▶ **How many times do I have to ask you to move?**

*Why would you want to know that? Challenging children will want you to ask them as many times as it takes before **you** give in*

- ▶ **Repeat what you just said to me?**

Why do you want him/her to repeat inappropriate comments again? – You heard it the first time and didn't like it.

- ▶ **You are really annoying me now!**

Why do you want them to know that? To challenging children that comment is an incentive to continue, they are winning in their battle with you.

- ▶ **Please – I've asked you nicely.**

Don't beg.....be assertive from the start

- ▶ **Do I look stupid?**

At this point you probably do! You certainly don't want an answer.

v. School council

Children will hold elections to elect a school councillor for each class, from Year 2 upwards. The school council will organise events through the year, (e.g. Red nose day). School council will also conduct behaviour checks at the beginning of each term and award stars for behaviour, which are displayed upon classroom doors. These behaviour checks are conducted by the Y5+6 school councillors following a set of predetermined parameters to assess Behaviour for Learning. The stars will be laminated and should stay on the classroom door outside. If a poor score is recorded, a teacher may ask for the school council to return after discussion with their class about what went wrong and how to remedy it.

vi. Assertive mentoring

In year 5 and 6 children will undertake a personal reflection of their in class behaviours. These are graded 1-4. The children then discuss with their class teacher their scores and what they want to improve upon. These scores are shared with parents during Parent Consultation Meetings. These discussions will happen out of class 1:1 to ensure that the discussions are of high quality.

vii. Governors written statement of behaviour principles

viii. Fighting

Staff will always investigate any incidents of fighting: We believe at Rushey Green that violence is never the answer. Therefore, any child/children who have been fighting will not be allowed out at lunchtime for one week and will miss the first two break times. They will spend the time reflecting on their behaviour and coming up with strategies to avoid being sent to the reflection room in the future.

Should they repeatedly fight, then they will not be allowed out to break and lunch permanently and will participate in compulsory clubs.

Behaviour Reflection Sheet

Name	
What happened?	<hr/>
What I did wrong?	<hr/>
What I could do differently next time?	<hr/>
How I am going to make the situation I created better?	<hr/>
Who should I say sorry to? What should I	<hr/>

say?	_____
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Orange Card reflection sheet

Name: _____
Class: _____
Time: _____
Lesson: _____

Why were you moved down to white? (What didn't you follow in the calm school code?)

Why were you moved down to yellow?

Why were you moved down to orange?

Next time how can you avoid getting an orange card?

How are you going to make sure you don't get a red card now?

An apology to your teacher or classmates.

Hand this completed form back to your teacher after you have completed the 10 minutes. Are you ready to work hard now, with no further disruptions to the class, knowing that you will be closely watched by your class teacher or adult in charge? Yes / No (If no be prepared for bad consequences).

Possible ideas for the future

ix. **Consequences chart**

NB. This is not part of the policy but is for reference and guidance only; it may be included at a future date after consultation with governors, staff and parents.

Class Consequences Chart

Level 1 behaviours				Level 2 behaviours	Level 3 behaviours	Level 4 behaviours	Level 5 behaviours
<ul style="list-style-type: none"> - Calm school Code is not followed - Interrupting/calling out - Not following instructions first time 				<ul style="list-style-type: none"> - Swearing heard by an adult - Intolerant or discriminatory language - Eating sweets or chewing gum 	<ul style="list-style-type: none"> - Physical aggression - Shouting at adults - persistent refusal to follow adult instructions - leaving class without permission - Threats of physical violence 	<ul style="list-style-type: none"> - Deliberate physical violence - Setting off fire alarm - Profuse verbal aggression and/or swearing - Theft - Serious property damage - Leaving school grounds without permission - Discriminatory incident 	<ul style="list-style-type: none"> - Criminal behaviour including; - Serious violence or assault - Sexual abuse or assault - Serious threats - Drug use or supply - Carrying weapons - Arson
1 st instance	2 nd instance	3 rd instance	4 th and further instances in the week	1 st instance	1 st instance		First instance
	White*	Yellow	Orange	Red	Double red	Internal isolation or fixed term exclusion	Permanent Exclusion
Reminder	Warning Name moved off going for Gold chart onto the consequence chart	Time out in class Logged incident	Time out in partner class with reflection sheet Miss 5 mins of break in class to reflect/catch up on work Logged incident	Reflection Logged incident CT to inform parents Y5/6 After school detention until 4pm	Reflection SLT informed Logged incident SLT inform parents Y5/6 After school detention until 4.30pm	1 st instance ½ day internal isolation 2 nd instance 1 day internal isolation 3 rd instance set number of days or ½ days fixed term exclusion	Persistent internal or fixed term exclusions after 6 week PSP
<p>Whilst the sanction system is cumulative children can redeem themselves up to the warning level. Teachers can retract warnings if they feel behaviour has dramatically improved.</p>				Third red in a week results in fixed period (one session) internal isolation Logged incident CT and SLT meeting with parents and one week report card put in place Repeated instance result		Reintegration meetings with parents following FTE	

			in BSP	PSP plan put in place	
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Playtime Consequences Chart

Level 1 behaviours				Level 2+3 behaviours		Level 4 behaviours		Level 5 behaviours
<ul style="list-style-type: none"> - Calm school Code is not followed - Not following instructions first time - Misuse of equipment - Entering out of bounds areas - Playing in toilets - Littering - Moving after whistle - Not moving calmly to line up directly - Not returning equipment - Talking in the line 				<ul style="list-style-type: none"> - Swearing heard by an adult - Intolerant or discriminatory language - Eating sweets or chewing gum - Spitting on the floor - Physical aggression - Shouting at adults - Persistent refusal to follow adult instructions - leaving playground without permission - Threats of physical violence - Urinating outside 		<ul style="list-style-type: none"> - Deliberate physical violence (fighting) - Profuse verbal aggression and/or swearing - Serious property damage - Leaving school grounds without permission - Discriminatory incident <p>OR see above</p>		<ul style="list-style-type: none"> - Criminal behaviour including; - Serious violence or assault - Sexual abuse or assault - Serious threats - Drug use or supply - Carrying weapons - Arson
1 st instance	2 nd instance	3 rd instance	4 th and further instances in the week	1 st – 3 rd instance in a term	4 th + instance in a term	1 st and 2 nd instance in a term	3 rd instance in a term	1 st instance
2 Minutes time out on wall	5 minutes time out on wall	10 minutes time out on wall	Reflection room 15 minutes	Reflection room Miss part or whole of lunchtime Logged incident CT to inform parents	Reflection room Miss whole of lunchtime Club timetable for rest of the term SLT to contact parents	Reflection room Miss 5 days of lunchtimes Logged incident SLT to contact parents	Excluded from lunchtimes for remainder of term	Permanent exclusion