

Newington Green Primary School



Behaviour Policy

Aims:

Our behaviour policy intends to develop positive behaviours so that everyone sees themselves as part of a happy learning community. This policy applies to all pupils from our 2-Year-Old provision to Y6.

We have very high expectations concerning behaviour and hope to develop children's understanding of the impact of choices they make, whether positive or negative.

Good behaviour and achievement is not automatically learned. Instead, positive behaviours must be modelled, explained, taught, supported and recognised. This is delivered through PHSCE lessons, circle time and assemblies.

We aim to start each day off on a positive note through being a welcoming face to children and parents/carers on the playground and by being punctual. Children are expected to be lined-up and ready for learning by 8.55 so that teachers are ready to start learning in classrooms at 9.00.

School Expectations:

Newington Green Primary School uses the system of 'Green Expectations'.

The expectations are designed to focus on positive action rather than what children should not do. The expectations are agreed actions so that there is consistency and fairness in all areas of school life.

However, as an inclusive school we recognise that all children are individuals with specific needs. Therefore, within this consistent approach is an element of flexibility to address the needs of specific children. The 'Green Expectations' are displayed in all classrooms, the halls and in both playgrounds. **Everyone** is responsible for behaviour of **all** children and adults should reinforce the rules whenever appropriate.

Green Expectations:

Aiming high.

1. Learn to the best of your ability

Doing our best.

2. Listen respectfully
3. Try, try again

Caring for each other.

4. Be kind, helpful and gentle
5. Be honest and responsible
6. Stay safe and care for people and property

Our community's responsibilities:

- We are all responsible for 'facilitating the learning of all children':

The school aims:

- To provide a safe and happy environment for learning.
- To provide a challenging and engaging curriculum.
- To ensure we value and celebrate children's learning and behaviour.
- To understand the needs of all children and to respond appropriately.
- We will treat all children fairly and consistently.
- We will communicate with each other (TA, teacher, SLT, parent) to help support children's learning and behavioural needs.
- We will actively teach children to make positive choices.
- We will give all children the chance of a new start throughout the day and every day.
- We will celebrate success.
- We will maintain, support and promote the high expectations we have of children's behaviour and learning.
- We will make time to listen to children.
- We will use language that supports positive behaviour (choices) rather than judgmental language.

The 'Stay on Green' System:

The system is designed so:

- That all children have the opportunity to make positive choices about their behaviour and influence outcomes.
- Children who regularly meet and go beyond the school's 'Green Expectations' are recognised and celebrated.
- Teachers integrate a consistent system within daily teaching in order to promote positive behaviours.
- Develop effective behaviour management skills.

How it works:

- In the class/provision (e.g Breakfast Club (BC or After School Club ASC) there is a prominent 'Stay on Green' display.
- On this display, all children have a pocket with their name on it.
- Each day, or start of each session (if BC or ASC), children start with a green card in their pocket.
- Children get a fresh start to green at various points in the day. This gives a clear message, that we can move on and start again, which is an important lesson in life. The following are examples of fresh starts to green card points in the day: After morning break, after lunch play, when any new session begins e.g. Spanish, PE, Computing, when an intervention group begins or when there is a session covered by another adult.
- If children make positive individual choices they are celebrated by placing a silver, then gold card.
- At the end of each day, a text message is sent to parents of those children that have received a gold card.
- In After School Club, parents will not receive a text, however parents can check the chart when they collect their child/ren and get feedback from the key worker if needed.
- If children make negative individual choices they are given a warning, if this behaviour continues the child is given a yellow card and placed on '5 minutes time-out' in class or the BC/ASC provision. After that time the child is invited back to the lesson/session and encouraged to continue to make positive choices.
- Should the negative behaviour continue after the child has had a 'time out' in class/provision, the teacher/adult in charge will give another warning to the pupil and encourage them to make the right choice. If the pupil continues to misbehave then they will receive a red card and be sent to a partner class for '10 minutes time-out'. In the case of BC or ASC, this will be a designated time out area, where safe supervision can take place.
- There are a number of behaviours which are deemed severe enough for an automatic red card (even if the pupil had been on green/silver/gold). Professional judgement needs to be exercised in regard to giving cards, as children may need slightly differing provision dependent on their needs. Examples of automatic red cards could be: throwing objects, spitting, answering back or being rude, destroying the work of other children, lying, chewing gum in school and using mobiles in school etc.
- Purple cards should only be used for serious behaviour incidents or when a child is not able to make appropriate choices after a red card. Professional judgement needs to be exercised in regard to giving cards, as children may need slightly differing provision dependent on their needs. Purple card behaviour includes: leaving a classroom without permission, fighting, stealing, swearing at another person, and deliberate dangerous behaviour such as throwing objects at others, racist/homophobic comments and ignoring adult instructions so that a pupil is causing a health and safety risk to themselves or others. Racist/homophobic/transphobic/sexist remarks should be recorded on CPOMS, which goes directly to Head of

School, who will follow up the incident. If a pupil gets a purple card in class, the teacher should send two pupils to the office, with an explanation of what has happened, to request a member of SLT come to the class and remove the pupil. A member of SLT will come to remove the pupil from class and the pupil will spend 30 minutes out of class. In some serious cases, the pupil may not go back to class. The Class teacher must record the incident in the purple book so there is a written record. The pupil will then attend detention for the required number of days.

- If a purple card is issued on the playground, the senior MMS will bring the pupil to detention and write the incident up in the purple book. If the pupil refuses to come then a member of SLT will be sent for.
- The system allows children to reflect on their actions, attitudes, behaviours and if behaviours change (e.g. to be more positive) then they can move back towards green (and then towards gold).
- In Golden assembly on Friday, all children who have not received a red or purple card that week are entered into a draw where one child per year group will win a prize for consistently following green expectations.
- It is important to recognise that some pupils have adapted behaviour expectations and behaviour plans or passports linked to their individual needs. These are monitored by the learning mentor and all staff working with the pupil should know and implement the agreed strategies for that pupil.

How it works in Breakfast (BC) and After school Club(ASC):

Children begin each session on Green. Whatever colour children are on in BC is not transferred to class. Children always start BC or ASC on green.

'Green time' will be a special reward discussed with the children each week, for example an activity they would like to do. There will be a weekly draw, as in school for all pupils who have not been on red or purple- positive reward.

There are timers for children to manage the time out process. A designated time out area will be known to children for red cards.

The Head of the BC or ASC will always deal with Purple card incidents and report this to parents. Time out will be managed by the Head of provision, and a discussion will take place about the behaviour, reflecting on The Green Expectations. Records will be kept of these incidents and information shared with parents.

After 3 purple card incidents, the Head of BC or ASC will meet parents to discuss a behavior plan and set targets.

In the table below please read class teacher as BC or ASC worker, and SLT as Head of the BC or ASC. Text messages will not be sent for this provision, as parents collect or drop off daily, so there is daily contact between parents and staff.

Actions:

Behaviour Card	Action	Who involved?
Gold	Gold text message sent home.	Class teacher. SLT. Office Teacher record filled out
Silver	Praise given in class	Class teacher.
Green	Children have 30 minutes Green Time each week. Praise given in class	Class teacher provides <u>planned</u> 'Green Time' session for 30 minutes.
Warning	Child is reminded of Green Expectations. Appropriate time given for child to address behaviour.	Adult in class.
Yellow	Child must move away from main class group to time out area for 5 minutes Pupil is expected to listen to teacher during this time but not join in.	Class teacher.
Warning	As above	
Red	Child is sent with their learning or reflection sheet to 'Partner Class' for 10 minutes reflection time. After this time, child returns to class. Teacher welcomes back positively and reminds child of 'Green Expectations'. Child moves back to Green. Child is given opportunity to join class and address behaviour. 5 minutes off 'Green Time' Office sends Red text home. Teacher record filled out.	Class teacher Buddy class teacher. SLT. Parent/Carer Teacher record filled out

	Two reds in one day -child gets purple card and detention.	
Warning	As above	
Purple	<p>Is sent in an emergency or if a child refuses to follow adult instruction at red card level.</p> <p>If child refuses to go, class teacher will send two pupils to SLT/Office with purple card. Member of SLT will come and collect the child.</p> <p>Parental/Carer involvement (letter, phone call, meeting)</p> <p>1-2 days lunchtime detention : Year Rec – Y2 - 1 day, Years 3 -6- 2 days,</p> <p>Two purple cards in one week in class time (Monday – Friday) will result in an internal exclusion the next day. Class teacher will meet with parents to inform and complete an internal exclusion form.</p> <p>Two purple cards in a week from playground incidents will result in the child having a playtime behaviour plan with agreed targets.</p>	Office SLT Parent

3 purple cards in BC or ASC	Head of provision meet parents to discuss behavior plan and set targets	Head of BC ASC	Head of BC ASC
Sustained pattern of purple behaviour over time in BC ASC	Head teacher and Head of BC and ASC meet parents	Follow up letter sent stating place is at risk if behaviour does not improve.	Headteacher

Refusing to move:

If a child refuses to attend another class or move away from the main learning group, tactfully ignore, giving space and time to make appropriate choice, then if still refusing, give warning and move to next level.

Always keep children and adults safe. Should the child continue to ignore instructions or behave in a way that is potentially harmful to themselves or others then two children should send for staff members who are trained in Team Teach to restrain the child. A list of trained staff is kept in the staff room and main school office.

Team Teach Approach:

All members of staff are aware of the regulations regarding the use of force by school staff, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: 'The Use of Force to Control or Restrain Pupils'. However, in exceptional situations, they will intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself, or if the use of such physical contact or restraint is clearly in the best interests of the safety of pupils or other members of the school community. The actions that we take are in line with government guidelines on the restraint of children.

Nine members of staff are trained in the Team Teach approach for dealing with extreme cases of behaviour. This involves de-escalation techniques, which are followed by all staff. The purpose of restraining a pupil is to get them to a safe space to allow them time to cool down after an incident. If this happens a record of the incident is logged on CPOMS and parents will be informed.

Children with specific behavioural needs (SEN, BESN) recognise that some children have specific needs with regards to their behaviour. For those identified with SEN BESN, the system may be altered and adapted to meet their needs. They stand outside the policy according to their Education, Health and Care Plan or Individual Behaviour Plan (EHP or IBP) which will indicate the actions planned to address and support their needs. These are monitored by the learning mentor and all staff working with the pupil should know and implement the agreed strategies for that pupil.

Sending for SLT:

When children have reached purple, a member of SLT is sent for. Always ensure the safety of children and staff.

Send two children with a Purple Card, explaining the reason why a child is being sent out, to the main office. SLT will attend.

Exclusions:

We are an inclusive school and will work hard to develop strategies to include all children. However, in extreme cases, the school will make exclusions to maintain the health and safety of all our community. The school therefore follows the guidance by the Department for Education. The standard guidance can be found in 'Exclusions from maintained schools, academies and pupil referral units in England' - <https://www.gov.uk/government/publications/school-exclusion>. We use the LA model for any exclusion letters.

Internal

Internal exclusion will be at the discretion of SLT and will be in response to a culmination of behaviour incidents or extreme and serious single incidents. Internal exclusions happen after 2 purple cards are issued in one week in class or if behaviour has been persistently unacceptable. The Class teacher must liaise with the teacher of the class the pupil is being sent to and set work for the day. Any pupil on internal exclusion will not be allowed out to play and must spend lunchtime in detention. You must advise the School Business Manager of any internal exclusion so the appropriate letters and forms can be completed.

External

Only members of SLT can exclude children externally. A decision to externally exclude will only be taken when all other possibilities and strategies have been implemented.

For more detailed information on exclusion please see our Exclusion Policy.

Trigger point	Action	By whom?	Recorded
2 purple cards in week	Internal exclusion 1 day	Class teacher organise	AHT of phase - letter home
3 internal exclusions	Head of School to write letter to parents warning that child is at risk of external exclusion, and offer a meeting with them	Head of School	HoS - letter home
2 external fixed term exclusions	Governors write to parents stating that pupil may be at risk of permanent exclusion.	Governors	Governors - letter home.

Outside Class & Playground Positive behaviour management:

The principles of the 'Stay on Green' system will continue outside class and playground contexts.

Playground:

Lunchtime

- SMMS have ultimate responsibility for lunchtime.
- All adults are responsible for engaging with children through play and conversation.
- All adults must be vigilant to address 'tensions' before they result in incidences.
- All adults must deal with incidents appropriately following the principles discussed here.
- All children will start their lunch on a green card.
- Children must approach staff outside and not come into school.
- Serious incidences will be referred to SLT and put in the purple book
- If a child is not following the 'Green Expectations' the adult will give a warning to them, if the behaviour continues the pupil will be sent to the 'time-out' area in the playground for 5 minutes and asked to complete a reflection sheet. After a conversation with the adult, the pupil will return to the playground on green.
- Children must be listened to and incidents recorded properly
- SMMS will pass information to class teachers on collection of the class at 1.30 if there have been any incidents that need communicating with presents etc.
- SMMS will notify the Learning mentor if 2 purple cards have been received in 1 week during lunch play. The Learning Mentor will be responsible for following this up.

Playtime

- At morning playtime, all adults are responsible for engaging with children through play and conversation.

- All adults must be vigilant to address 'tensions' before they result in incidences.
- All adults must deal with incidents appropriately following the principles discussed here.
- Children must approach staff outside and not come into school.
- There will be a teacher on duty every playtime (see rota and whiteboard in staff room)
- If a child is not following the 'Green Expectations' the adult will give a warning to them, if the behaviour continues the pupil will be sent to the 'time-out' area in the playground for 5 minutes
- In discussion with teacher on duty, staff will inform member of SLT on duty of serious incidences.
- If behaviour poses a serious health and safety risk a child is sent to SLT with purple card.
- All significant incidences must be reported to class teacher as they are collected from the playground

Purple Book

The purple book records serious incidents such as fighting, swearing, being threatening or abusive to others, damaging property, stealing, racist incident, etc. Entry into the purple book/purple card means a lunchtime detention with SLT. The number of days will be decided by the pupil's year group (see table above). In daily business meeting staff will be informed who is on detention. Class teachers are expected to bring pupils to detention where they will complete appropriate tasks provided by the teacher.

Working with Parents

Parents will be communicated with daily by text or call for gold or red/purple cards. It is expected that class teachers are the first point of contact for all behavior incidents and information sharing. When a parent is not satisfied they may escalate this to the teacher's line manager. We expect all parents to abide by the school's policy on working with parents in regards to their conduct on site and in meetings.

Tea Party and end of term GOLD party

Abi hosts a tea party every Monday during lunchtime for one child in each class who has shown exceptional behaviour or learning over the preceding week. The children will receive their invitation in Golden assembly, eat their lunch and then make their way to Abi's office for a special treat.

The class who receives the most GOLD cards in a term, and the highest scoring GOLD pupil in every class, will receive a GOLD party, which is organised by the school learning mentor.

Approved by: Full Governing Body

Last reviewed on: 8th March 2019

Next review due by: February 2022