



**Deanery C.E. Primary School**  
**Academy Status**

# **Behaviour Policy**

**October 2017**

# Behaviour Policy

This Policy has been amended in line with the recommendations of the 'Behaviour and discipline in schools – Advice for head teachers and school staff' (DFE - February, 2014).

## 'Good Behaviour Always Rewards'

We believe that children thrive in a happy, secure and caring environment. It is an essential part of a Christian school ethos that the values of peace, love, grace, hope, faith and joy should be core values that we respect and agree.

We encourage good behaviour through a mixture of high expectations, clear policy and ethos which fosters discipline and mutual respect between pupils, and between staff and pupils.

We will encourage self-discipline, self-reliance, initiative and the development of the individual and see an agreed code of conduct as supporting these aims.

## A Whole School Approach

### Practice and Procedure for Behaviour

#### 1. A Whole School Approach

We believe that the following set of values should underpin our approach to behaviour management.

- All adult behaviour should reflect the main aims
- Pupils will take ownership of their behaviour as individuals and members of the group
- All members of the school community will treat each other with mutual respect
- Endeavour to build workable relationships between teacher and pupil, and pupil and teacher
- Through a behaviour management policy ensure that the core business of the school, the teaching and learning, is supported
- Include all parts of the school environment, the classroom and playground
- To promote good behaviour, discipline and respect.

This is a three tier approach to managing behaviour as follows: -

#### Level 1

**Individual behaviour is monitored using 'Good to be Green'.**

#### Level 2

**An Individual Behaviour Plan (IBP) (Appendix i) is written in consultation with the parent, pupil, class teacher and Inclusion Manager.**

**The IBP is implemented, along with support and intervention appropriate to the pupil's need and progress is reviewed.**

#### Level 3

**The emphasis is on the IBP with the involvement of outside agencies.**

## **2. Roles and responsibilities**

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006)
- The power also applies to all paid staff (unless the Head Teacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.

### **Staff will:**

- apply a consistent approach to behaviour management.
- treat children equally, irrespective of gender, race, disability, SEN or other equalities.
- model and teach appropriate behaviour
- monitor pupil behaviour and give appropriate rewards and sanctions
- deal sensitively with children in distress, will listen to them and deal with any incident fairly and appropriately
- will support each other in maintaining good classroom management and show sensitivity to each others needs and difficulties
- recognise children's achievements; academic or otherwise
- support pupils and liaise with parents as appropriate.

### **Children will develop:**

- responsibility for their learning and behaviour
- a sense of fairness
- self confidence
- self control
- respect for and tolerance of the ways of life and opinions of others.

Class teachers are responsible for their children's pastoral care and behaviour, but they do this in conjunction with the Head Teacher, Deputy Head Teachers, appropriate Phase Leaders and Inclusion Manager. This responsibility is also shared with teaching assistants and SEND assistants. Behaviour will be monitored by the Deputy Head Teachers, reporting to the Leadership Team. Reoccurrence of inappropriate behaviour will result in closer monitoring by the DHT and class teacher. Should issues continue, reference will be made to the Inclusion Manager.

## **3. Common Rights, Responsibilities and Rules**

Behaviour management at the Deanery C. E. Primary School is based on the following common rights, responsibilities and rules:

### **Agreed Common Rights**

- We all have a right to feel safe
- We all have a right to be treated with respect and dignity
- We all have a right to learn

### **Agreed school rules for behaviour**

- At the start of each academic year, we establish class rules and 'Good to be Green' privileges for the whole class and for individuals, which are displayed in the classroom. This is an important part of establishing the framework for common rights, responsibilities and rules.
- Establishing teacher expectations of a class at the start of a year is time well spent. The teacher should actively teach, model, encourage and support positive behaviours and make explicit the procedures, routines and expectations of staff and pupils.
- Bullying of any type (individual or group, verbal or physical abuse and including Cyber bullying), is not tolerated at Deanery. Any concerns related to 'suspected' bullying incidences are dealt with in-line with the schools Anti-bullying Policy.

### **Pupils' conduct outside the school gates**

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. *Section 89(5) of the Education and Inspections Act 2006* gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'.

A teacher may discipline a pupil for:

- any misbehaviour when the child is:
  - taking part in any school-organised or school-related activity or
  - travelling to or from school or
  - wearing school uniform or
  - in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
  - could have repercussions for the orderly running of the school or
  - poses a threat to another pupil or member of the public or
  - could adversely affect the reputation of the school.

### **Malicious allegations against staff members**

Allegations of abuse will be taken seriously, and the Leadership Team will deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported.

## **4. Staff Development**

All new staff will receive an induction on the expectations of the Behaviour Policy and how to implement it effectively.

## **5. Parental Involvement**

Staff welcome early contact if parents have a concern about their child's behaviour or fear that they are being upset by others. If parents and school work together, we believe that the discipline and behaviour of pupils will be maintained and respected by all.

## Level 1 : Whole School Approach 'Good to be Green'

### Individual Behaviour

A whole school approach, including lunchtimes, has been implemented towards behaviour to encourage consistency across the key stages and to help those who struggle with change.



'Good to be Green' is an effective way of promoting positive behaviour – rewarding those children who always behave and keeping track of those children who find it harder to meet the school's expected behaviour code.

It is very much an approach for children to take control of their behaviour with the support of their teachers. Warnings are provided about the inappropriate behaviour, if the behaviour continues, a yellow 'Warning' card is issued. A further warning is provided before a red 'Consequence' card is issued. **At each stage, there needs to be adequate time for a change to be made in the behaviour.** At the beginning of each day, all children are green.

A display in each classroom contains a full class list with pockets to contain a 'green' card per child. Yellow 'Warning' cards and red 'Consequence' cards are held at the bottom of the chart.

'Good to be Green' is a four tier intervention behavioural management system:

1. Reminder of behaviour that is unacceptable – could be whole class / individual reminder, this is a verbal warning.
2. If behaviour continues – a 'Warning' card is issued to the individual
3. If behaviour is not modified, an additional verbal warning is issued.
4. If behaviour continues to be inappropriate a 'Red' consequence card issued

In some circumstances: fighting, swearing, a red 'Consequence' card is issued straight away. These occasions have been discussed as a whole staff and agreed (See Actions Consequence). In addition, warning cards can be issued without prior verbal warning for inappropriate behaviour.

### **Behaviour related to quality of work**

Staff address standard of work with individual pupils as necessary and appropriate sanctions are given e.g. repeating the work at break time or at other times of the day, to ensure that the standard is achieved.

In Key Stage 2, should children not complete work to a satisfactory standard, they are asked to go to the 'NEW' (not enough work) room, where they are supervised by a teacher, to complete the task set to the required standard.

## Positive

- **Class Privilege**

Each class decide on their class reward, or privilege, a list is agreed at the beginning of the year and displayed in the classroom. On a designated day, each week, the class will participate in the whole class reward, selected from the agreed list. Only those children who have been 'green' all week (ended the day on green), receive the class privilege for that week.

- **Individual Privilege**

Individual privilege cards are awarded by an adult for exceptional good behaviour. These privilege cards can be redeemed against an agreed set of possible options, which have been negotiated and agreed with the class teacher, and displayed at the beginning of the year.

There are only 10 privilege cards available per class; a card has to be redeemed with agreement from the class teacher. "Miss Jones, is it ok if I redeem my card tomorrow and sit next to Ben all day?" Miss Jones, "Tomorrow we are doing tests in the morning, so would Thursday be better?"

- **Raffle Ticket**

If a child is 'green' for the week, they receive a raffle ticket to go into a draw. At the end of each half term, there is an assembly, where each class draws a raffle ticket for a prize, e.g. £3 gift voucher/book of their choice.

- **Additional Rewards**

Additional 'spot' rewards from the Head Teacher or Deputy Head Teacher can be awarded for children who have consistently been seen by management, for making the right choices. The reward is a post card home.

- **Postcards**

G2BG postcards can be awarded by teachers, and sent by the Leadership Team, for examples of good behaviour. Well done postcards are sent for good work/achievement.

## Warnings

1. The whole class can be issued with a warning by teacher – "The next person to interrupt me, will get a 'Warning' card." The teacher will make it clear what behaviour is unacceptable and what the sanction is going to be.
2. If the behaviour continues, a 'Warning' card is issued; the child changes their own card to a yellow 'Warning' card. If the child is in another location in the school, they have to walk back to their classroom and change their card. There is an opportunity for the 'Warning' card to be changed back to 'green'. It is the child's responsibility to inform the teacher of the behaviour that they are going to improve. For instance, if the class teacher has issued a 'Warning' card and the afternoon session is taken by a PPA cover teacher. The child has to inform the PPA teacher what behaviour was unacceptable, and ask the teacher to watch out for an improvement. Should the child improve, the card can be changed back from a 'Warning' card to 'green'. If the behaviour does not improve, despite opportunities, the child may stay on the yellow warning card until the end of the day and will miss their Golden Time that week.
3. However, should the behaviour continue to be unacceptable, by a child who has already received a 'Warning' card, another reminder is given by the teacher, "If you continue to call out, you will receive a red 'Consequence' card. It is important that the child has an opportunity to amend their behaviour.

## **Red 'Consequence' card**

4. If a red 'Consequence' card is given, there are severe consequences. The child is sent to the Deputy Head Teacher to explain their wrong behaviour choices. It is the teacher's responsibility, who issued the red 'Consequence' card, to record the two incidents in the red behaviour book, centrally located in the Deputy Head Teachers' office and on the G2BG central record. Both incidents have to be recorded. The child loses a break time and is supervised by the Deputy Head Teacher. The child's behaviour is discussed. A red 'Consequence' card also triggers a letter home to parents. The letter informs the parents of the inappropriate behaviour and asks the parents to discuss the behaviour with their child and to reinforce the expectations of the school. Two letters can be sent to parents, i.e. just two red cards, before a 3<sup>rd</sup> red 'Consequence' card triggers a letter signed by the Head Teacher requesting a meeting with the Deputy Head Teacher. Copies are kept on the child's records.

## **Recording**

A class record is kept of the children, by the end of the day, who have remained on a 'Warning' card, or who have received a red 'Consequence' card. This is an electronic excel document stored on the shared drive. The class teacher will refer to this list to monitor 'Warning' cards issued and discuss any concerns with repeated incidents with the Deputy Head Teacher. Red 'Consequence' cards will also be monitored and reference will be made to the Inclusion Manager for those children who require additional support for their behaviour. These children may move to Level 2 of the behaviour policy.

## **Actions 'Warning'**

- Persistent shouting/ calling out
- Throwing things/ not respecting equipment
- Refusal to follow rules
- Hurting others
- Disrespectful to staff
- Persistent disrespect to peers
- Talking when they should be listening
- Not following direct instructions
- Spending too much time in cloakroom/ toilets
- Name calling
- Laughing at mistakes/ disrespectful to other children/ not being caring
- Tormenting children
- Being rude
- Telling lies

## **Actions 'Consequence'**

- Fighting/violence, including biting, kicking, hitting - harming others
- Racism
- Inappropriate language – swearing/ homophobic
- Spitting

In line with the inclusive practice, and as laid down in the Disability Act (2010), reasonable adjustments may need to be made to meet the individual needs of those children with specific disabilities / difficulties. This may be in the form of adopting different approaches and adapting communication. However, if, after reasonable adjustments have been made, the behaviour is judged inappropriate, in line with this Behaviour Policy, a pupil will be subject to the consequences herein set out.

# **Whole Class Rewards**

## **Rewards**

### **Key Stage 1- Best Work:**

Each Friday there is a 'Best Work' celebration assembly in KS1/FS. Three or four children in each class are selected to receive a Head teacher's sticker to celebrate their achievement in one or more of the curriculum subjects. A further two or three children each week are selected for their helpfulness, politeness or super behaviour etc. They too receive a Head teacher's sticker.

### **Key Stage 1 – Marbles:**

A marble jar is used to help provide the children with a whole class responsibility. This means that if a class has lined up well, sat nicely etc, the reward can be a marble placed in the class jar.

### **Key Stage 2 - House points:**

House points are given for good work, good manners, helpfulness etc. A running total is kept so that a half-term winner is awarded a shield and a certificate. The shield is returned at the end of each half term to be presented to the next child. Further awards are given as these totals are reached: -

- 300 – Pen
- 250 – Ruler
- 200 – Pencil
- 150 – Gold certificate
- 100 – Silver certificate
- 50 - Bronze certificate

### **Key Stage 2 Head Teacher's Award:**

This will be a 'Special' certificate award - half-termly, for the two children deserving acknowledgement in each class. This could be for improvement/work/attitude etc.

## **Lunchtimes**

All Lunchtime Leaders are encouraged to interact and play with the children since this has been shown to reduce the incidents of poor behaviour. In addition, Leaders are on a termly duty rota as Activity Leader to plan and initiate games with the support of the Play Leader Teams. Senior managers are also on duty at lunchtime.

If behaviour issues occur the procedure is as follows:

- a) Supervisors deal with lunchtime behaviours as they arise, implementing the Ready, Steady Go procedure (Appendix iii)..
- b) However, any serious incidents are referred to the Senior Lunchtime Leader/Senior Manager where the Good to be Green procedure will be implemented.

Senior Lunchtime Leaders will deal with any lunchtime incidents which need more time to sort out, including mediation between children and implementation of behaviour strategies as appropriate.

Lunchtime Leaders will follow three processes:



- a) Ready Steady Go
- b) Good to be Green
- c) Rewards/ stickers

#### **a) Ready Steady Go**

The Lunchtime Leaders are there to both lead play activities and to help children resolve issues / problems which may arise at lunchtime. In order to ensure that these problems are dealt with fairly, the Lunchtime Leader will take the children through the Ready Steady Go process. This process is endorsed by SEAL and is a peaceful way to problem solving (see Appendix iii)

#### **b) Good to be Green**

In order to ensure continuity throughout the day, Lunchtime Leaders will use the 'Good to be Green' behaviour system as detailed below.

Lunchtime supervisors will use the 'Good to be Green' warning system for inappropriate behaviour. If the behaviour is inappropriate the Lunchtime Leader will follow the three step warning process which could lead to a 'Warning' card or a 'Consequence' card.

1. If, after a verbal warning, behaviour continues to be inappropriate and a 'Warning' card is required to be given, the lunchtime leader will report to the Senior Lunchtime Leader,
2. Should the behaviour continue, and after an additional verbal warning has been issued, and the behaviour has not improved, the child's behaviour will warrant a red 'Consequence' card from a senior manager.
3. The senior leader will
  - ensure the behaviour is recorded accurately
  - change the 'green' card to a red 'Consequence' card.
  - Communicate with parents in accordance with the 'Good to be Green' policy.

#### **Serious Incidents**

These are serious incidents:

- Fighting
- Bad language/verbal abuse
- Physical abuse of adults
- Racism
- Bullying

If serious incidents occur, the child is seen by a member of the Leadership Team and the sanction will be decided upon.

Good to be Green sanctions will be implemented, however if a member of the leadership team feels an incident warrants parents being informed, this will be done immediately.

At Deanery C. E. Primary School we believe it is important for every child to be aware that it is the behaviour that is unacceptable or inappropriate and NOT the child.

#### **Good to be Green Lunchtime rewards**

As a reward for good behaviour, each lunchtime leader has 10 special cards to reward children. These rewards act the same as an individual privilege and only a max of 10 can be given out each week.

Lunchtime leaders will collect lunchtime rewards when they have been redeemed.

### **c) Rewards/ stickers - Lunchtime Reward System**

1. Each Lunchtime Leader is responsible for ensuring children are rewarded for good behaviour using a points system.
2. If a child or group of children have displayed good behaviour they are awarded one point, with an explanation of why they received it.

Good behaviour includes playing well together, including others, being helpful and / or polite, lining up well, eating well and / or trying something new to eat (KS1 – to encourage good and healthy eating).

3. Senior Lunchtime Leaders also give an additional class lining up award of 10 points for the best line, 5 for a good effort (more than one set of points may be given if the key stage are all trying hard).
4. Each classroom has a laminated score sheet for lunchtime points. Each leader has responsibility to record points against the children's names daily and to monitor children to target who have not been rewarded that week. It is a target that every child should receive at least 1 point per week.
5. Senior Lunchtime Leaders total the scores for the week and record the top three classes, including their points total, in the lunchtime points record book. The class with the most points receives the Good behaviour Trophy for the week. Two children are selected to collect the trophy based on the number of points received or consistent good behaviour.

### **Monitoring of patterns of incidents**

The behaviour of children is monitored through 'Good to be Green'.

Parents will be notified of inappropriate behaviour via a letter detailing the incorrect choice made by the child. Repeated letters will result in a meeting with the Head Teacher or Deputy Teacher where behaviour and support can be discussed.

We will endeavour to work with the parents to ensure positive behaviour from all children.

Repeated inappropriate behaviour may result in periods of exclusion. The health and safety of the child concerned, other children or members of staff are paramount.

The Head Teacher and / or Leadership Team will make a decision to exclude a child for specific activities.

### **Exclusion**

Only after careful consideration by the Head Teacher or member of the Leadership Team in consultation with the staff involved, will the following sanctions be imposed:

- Lunchtime exclusion
- Fixed exclusion
- Permanent exclusion

Parents will be involved in an exclusion situation. The Head teacher will inform the Governing body of any incidents and the actions taken leading to exclusion. On a child's return to school a meeting between Head teacher, parent and child is arranged to discuss the behaviour agreement contract.

Policy reviewed by Anita Morris

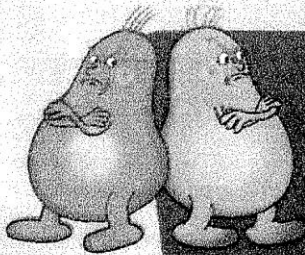
October 2017

Agreed and accepted by Governing Body

Signed \_\_\_\_\_

Dated \_\_\_\_\_

# PEACEFUL PROBLEM SOLVING



## READY

Are you ready  
to think together?

We know how  
we feel

We feel calm enough  
to think together

I felt..when..  
because..  
I would like..

## STEADY

Take it in turns to talk  
about what went wrong

Don't butt in when it's not  
your turn

Think of ideas together

Choose one idea

This isn't working  
Perhaps we need a  
referee to keep us  
on track

We could try...  
or...  
or...  
Let's try...

## GO

Try out your idea!

It worked well because...  
It would be better if...  
Next time let's...

### Put in the bin:

It's your fault

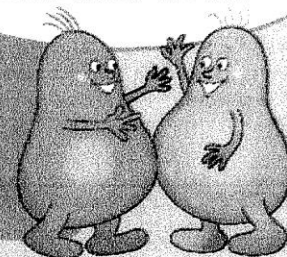
It's not fair

You are always...

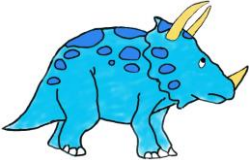

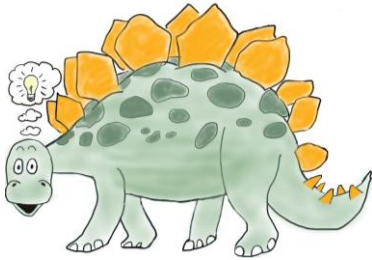
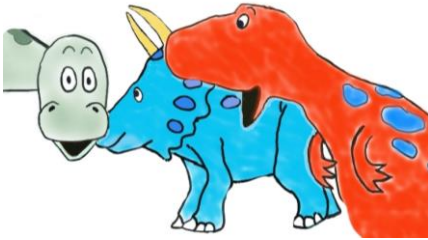

I hate you

## REPLAY

Think about how you did it  
Check if things are OK



# My Individual Behaviour Plan

<p>Things I find difficult</p> 	<p>My targets</p> 	<p>What do I need to do?</p> 	<p>Who's going to help me and when?</p> 	<p>How did I get on?</p>  <p>Review date</p>

Created by Gillian Shotton, Educational Psycho

This IEP format has been designed especially for the child. The idea is that the child's teacher will spend some time discussing and writing the content in partnership with the child. This will help the child to feel more involved in their education and therefore more motivated to reach the targets they have helped to set for themselves.

Name:	IEP number:	IBP agreed by:	Inclusion Manager:
COP stage:		Pupil:	Parent:
Date:		Other(s):	