



South Grove Primary Positive Behaviour Policy

July 2014

South Grove Primary School

Positive Behaviour Policy

1. Introduction

This document is a statement of aims, expectations and strategies for ensuring positive behaviour at South Grove Primary School. It was revised during the Summer Term 2012 through extensive consultations with staff, senior management, Governors, parents and children. It also involved input from a working party representing Learning Support Assistants, Senior Inclusion Assistants, class teachers and Phase Leaders.

The policy principally relates to children but it is important to note that the principles set out here relate to enhancing positive relationships between children, all adults working at our school, parents, and other members of the wider school community.

2. Aims, expectations and principles:

- **Relationships and behaviour are integral to our happy, healthy and safe learning community.** Our behaviour policy intends to develop positive behaviours so that everyone sees themselves as part of a purposeful, happy and safe learning community.
- It is a primary aim of our school that every member of the school community feels happy, valued and respected, and that each person is treated fairly and well. We are a caring community with mutual trust and respect for all, and so this policy aims to promote an environment where we all feel happy, safe and secure. Everyone at the school, staff and pupils, will be aware of expected behaviour through displays, PSHCE lessons, assemblies and professional development of all staff.
- It is a primary aim of this policy is to promote good choices which lead to effective relationships so that everyone can support each other, working together and learning well, this policy aims to help children to become positive, responsible and increasingly independent members of the school community. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation.
- Central within this policy is choice. 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. The key reasons for this is that it promotes self-management of behaviour and enables some reflection of what behavioural choices exist and it avoids labelling children – instead, we refer to choices we all make and that we should always try to make good choices.
- Good behaviour and achievement is not automatically learned. Instead, positive behaviours must be modelled, explained, taught, supported and recognised.

3. Roles, rights and responsibilities

3.1 Pupils

It is the responsibility of pupils to make good choices at all times and with all adults and pupils in school. This will lead to pupils behaving well and building up and maintaining good relationships. Pupils should follow the children's values they help devise to avoid bad choices:

3.2 Class Teacher

- All staff in our school have high expectations of the children in terms of their relationships, choices and behaviour.
- A key priority is to reward and praise good choices in order to reinforce good behaviour (including school rules) and positive relationships – 'catching' pupils behaving well is vital.
- With these principles in mind, specific responsibilities of the class teacher are to:
- Praise children on individual/group basis (public praise is very powerful), making explicit why: what rule they have followed, or what choice they have made
- Follow our warnings system, making explicit why: always state what rule they have broken, and always record the incidents
- Display in the classroom the consequences of their choices (both positive and negative) – this can help when you explain why you are praising/warning
- Be consistent with all consequences
- Teach each child fairly and with respect and understanding
- Apply these principles, role and responsibilities with their own class and around school
- Be a positive role model by demonstrating positive relationships with everyone in school
- Keep a record and any relevant notes if a child misbehaves and/or receives a warning
- Having followed regular procedures and consequences, seek help and advice from a colleague, Phase Leader, member of SLT, Leader of Inclusion, Extended School's Manager and Designated Safeguarding Officer
- Liaise with external agencies, as necessary, to support and guide the progress of each child e.g. discuss the needs of a child with the Education Welfare Officer or LA behaviour support service, PRU
- Report to parents about the child's social and emotional aspects of school life, including behaviour and relationships, positive as well as negative

Supply Teachers will be guided by the Phase Leader or teacher within the team. They will need to be provided with:

- A summary of the systems in place at their key stage and positive and negative rewards.
- A timetable and plans for the day
- Details of any children on the SEN register or with EAL needs
- Marking and presentation codes (These should be displayed within the classroom)

This information, briefly and succinctly conveyed, will support the supply teacher to better manage behaviour within the classroom and provide consistency for the pupils.

3.3 Support Staff

- It is the responsibility of Learning Support Assistants, kitchen staff, mid-day supervisors, office staff and all other adults in school to support the Head Teacher and teachers in meeting the above objectives. As with teachers, a key priority is to **reward and praise good choices in order to reinforce good behaviour** and positive relationships. All staff

should be proactive in 'catching' pupils behaving well and exclaiming about how well a pupil has behaved.

3.4 Head Teacher/School Leadership Team

In addition to the above, it is the responsibility of the Head Teacher to:

- Support the staff by implementing the policy, including the above objectives, and by setting the standards of behaviour
- Implement this policy consistently throughout the school, and to report to Governors, when requested, on its effectiveness (under the School Standards and Framework Act 1998). Half-termly monitoring as part of Governors Meetings.
- Ensure the health, safety and welfare of all children in the school
- Maintain records of all reported serious incidents of misbehaviour, using Red ABC forms, Work Room and logging on sims.net
- Issue fixed-term exclusions to individual children for serious acts of misbehaviour and for repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child; both these actions are only taken after the school Governors have been notified. Everything will be done to work with the Social Inclusion team at the LA to try to avoid this.

3.5 Parents

The school works collaboratively with parents so children receive consistent messages about how to behave. We have strong home-school links at South Grove, starting with Home Visits in Foundation Stage, 'Meet and Greet' meetings and with home-school agreements at the start of each year. We aim to build a supportive dialogue between the home and the school. We inform parents immediately if we have any concerns about their child's welfare or behaviour – this includes if a child received a red warning or if there is a pattern of regularly receiving warnings.

We expect parents to:

- Be aware that we have school rules (often communicated to parents) and to support them
- Co-operate with the school
- Support their child's learning
- Support the school's decision when applying consequences to deal with any specific incident/issue

If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head Teacher, and if still unresolved, the school Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented. We expect parents to behave in a reasonable and civilised manner towards ALL school staff and each other at all times. Incidents of verbal or physical aggression towards staff will be taken extremely seriously and may be referred to police for further action.

Working together for good behaviour in schools is a helpful document for parents, available on the following website (reference to this will be made to parents/carers when appropriate): <http://publications.teachernet.gov.uk/eOrderingDownload?DCSF-00960-2009.pdf>

3.6 Governors

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Head Teacher in carrying out these guidelines.

The Head Teacher has the day-to-day authority to implement the school behaviour and discipline policy, but Governors may give advice to the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

Summary of the approaches the school takes towards positive behaviour management

We have decided that our approach should include three elements to be implemented consistently throughout the school.

- A system of rewards for good behaviour
- A set of simple rules to be followed by all, enabling our positive ethos to grow
- A system of sanctions in the event of those rules not being followed

School Expectations:

South Grove Primary School uses the system of 'Golden Expectations'.

The expectations are designed to focus on positive action (walk carefully) rather than what children should not do (do not run). 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 'Golden Expectations' are displayed in all classrooms and communal areas.

Everyone is responsible for behaviour of **all** children and adults should reinforce the rules whenever appropriate.

The assembly programme supports the school's golden expectations and they are discussed in PSHCE, Citizenship and SEAL learning.

Going for Gold Expectations:

The 3 'R's

Reflective Learner: I aspire, I persist and I reflect

Respectful Learner: I respect the rights and feelings of myself, my team and my community....

Responsible Learner: I take pride in myself, my work and my environment

KS1 Golden Expectations:

Reflective Learner: I will try my very best and know how to improve

Respectful Learner: I will be kind, helpful, honest and listen well

Responsible Learner: I will stay safe, care for people and my surroundings

- We are all responsible for 'facilitating the learning of all children':
- 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 (LSA, 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 judgemental language (naughty child).

'Going for Gold' 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 the school's 'Golden 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:

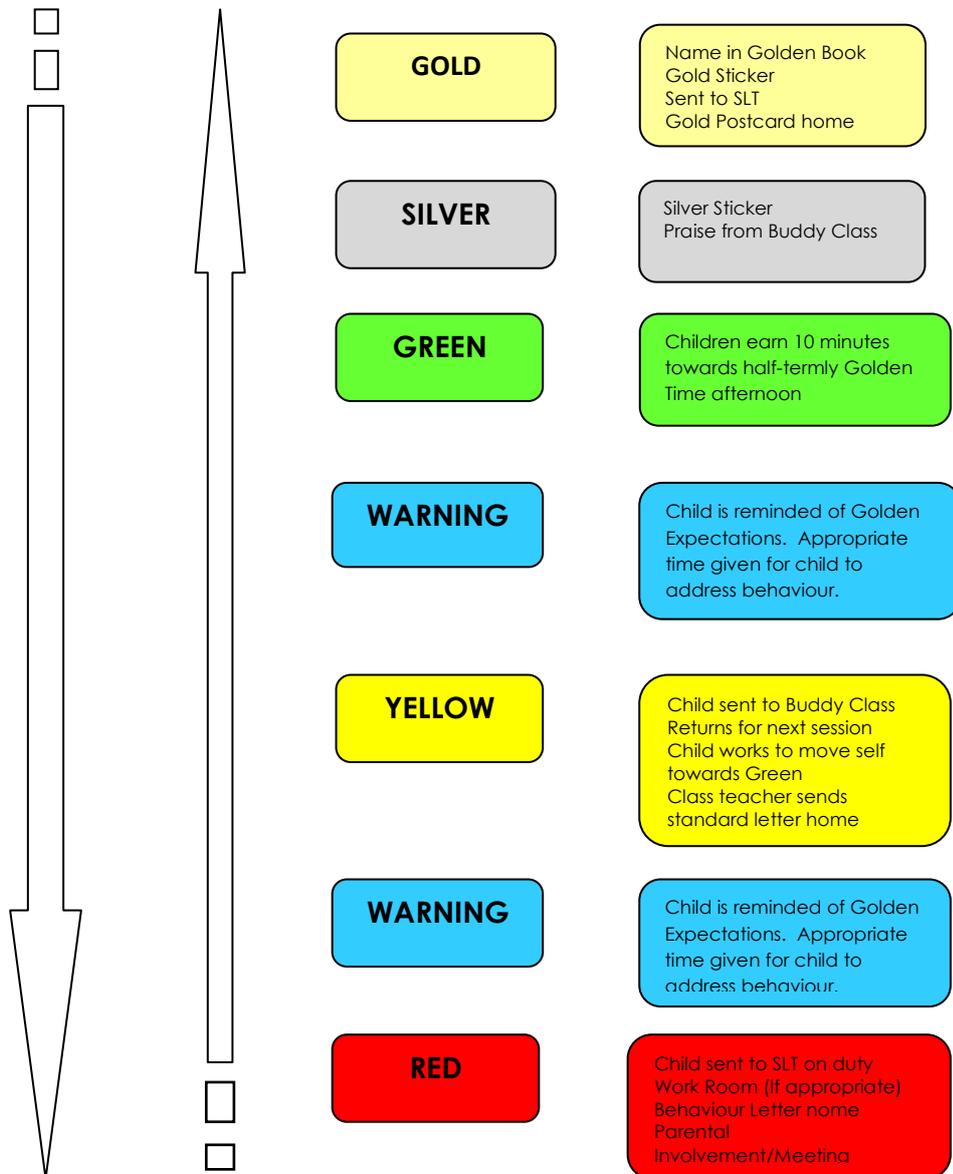
- In the class there is a prominent 'Going for Gold' display.
- On this display, all children have a pocket with their name on it.
- Each day, children start with a green card in their pocket.
- If children make positive impact individual choices over time they are celebrated by placing a silver, and then gold card.
- If children make negative impact individual choices they are warned by placing an orange, then red card.
- 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), after half a day.
- Classes are linked to form 'Link/Buddy' classes. Children are sent to 'Buddy Class' for positive and negative behaviour (see Buddy groups).
- If children stay on green all week they receive a sticker – 'Good to be green'
- At the end of each week, every child who worked up to Silver/Gold return to Green.
- If children remain on green for two weeks they receive a silver card for their pocket, and a certificate – 2 green = 1 Silver
- If they remain on green for another two weeks, receiving another silver they get a gold card. This means their name will go into the Golden Book, which is read out in assembly and a Gold postcard/certificate goes home – 2 more Green weeks = Gold

Actions:

Behaviour Card	Action	Who is involved?
Gold	Name in golden book. Golden sticker. Sent to member of SLT on duty. Gold Post Card/Certificate Home	Class teacher. SLT.
Silver	Silver sticker. Sent to 'Buddy Class' for praise.	Class teacher. Buddy class teacher.
Green	Children earn 10 minutes each week towards half-termly 'Golden Time'*	Year Team <u>plan for a half-termly</u> 'Golden Time' afternoon
Verbal Warning	Child is reminded of Golden Expectations. Appropriate time given for child to address behaviour. Shared table if behaviour does not improve	Adult in class.
Yellow	Child is sent with their learning and reflection sheet to 'Buddy Class' for reflection time. After this time, child returns to class. Teacher welcomes back positively and reminds child of 'Golden Expectations'. Child is given opportunity to join class and address behaviour. Class teacher writes letter home using standard letter. Incident recorded in 'Behaviour Log'	Adult in class. Writes and sends letter. Recorded in file. Buddy class teacher. Parent/Carer must respond to 'Amber Letter' by filling in slip.
Verbal Warning	As above	
Red	Child is sent to SLT on duty (see duty rota). If child refuses to go, class teacher will use the internal phone system to SLT/Office to communicate 'SLT needed.' Parental/Carer involvement (letter, phone call, meeting)	Adult in class. SLT Work Room at Lunchtime for up to: 15 minutes – KS1 30 minutes – KS2 Parent/Carer Pupil Data officer records letter and response on SIMS.

* 6 Reds in a Half-term and Half-Termly Golden time is missed

'Going for Gold' – Visual Guide



Between each stage, children are given time for reflection and opportunity to change behaviour.

Warnings or reminders must be given before consequence.

Children must be given opportunity to move from consequence stage back to green and towards gold.

Refusing to move:

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

For example:

"You are not following our class expectations Julie, and keep calling out which disrupts our learning. Please move away from the carpet area and think about the choices you are making.

"I will give you 10 seconds to move and make a positive choice."

(Julie does not move)

"Make the right choice, Julie. This is your second warning."

(Either Julie moves in which case you thank and then ignore. Or Julie refuses so she is moved to Amber.)

Always keep children and adults safe. If children are unsafe, positively handle the child ensuring the safety of all. Always send for a member of the SLT.

Golden time (Applicable for children in KS1 and KS2):

Golden time gives the opportunity for all children to celebrate their positive choices.

If children remain on Green or more every week for the half-term an afternoon of activity is planned for the children i.e games; a DVD; a trip to the park; a picnic but these activities must be planned.

They should be varied, stimulating and wherever possible linked with children's interests and talents. The activities should be agreed with the children and suggestions made at the beginning of the half-term to act as an incentive to work towards.

If children receive a red warning each week for the half-term the sanction will be not to be included in the Golden time.

Children with specific behavioural needs (SEN, BESN):

We 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 IEP/IBP which will indicate the actions planned to address and support their needs.

This may include:

- Full involvement of the family in order that they are fully aware of the nature of the concern and are enabled to support the school
- Referral to the Leader of Inclusion/SENCo who will draw up an individual learning plan with the pupil and family. This will identify specific targets for improvement and support to be provided by school and home
- Support by a teaching assistant

- Assessment in-house, or by an Educational Psychologist, Speech and Language Therapist etc
- Counselling or therapy
- Referral to child and adolescent mental health services or other external professionals

Sending for SLT:

When children have reached RED, the member of SLT on duty is sent for (See duty rota and white board in the staff room).

Always ensure the safety of children and staff.

Use the internal telephone system to the SLT member or to the office. The office will find the SLT if they are duty. 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.

Internal

Internal exclusion will be at the discretion of the SLT and will be in response to a culmination of behaviour incidents or extreme and serious single incident. Internal exclusions will be decided and coordinated by a member of SLT.

External

External exclusions will follow the DCFS 'Improving behaviour and attendance: guidance on exclusions from schools and Pupil Referral Units' as directed by the Local Authority. Only the Head Teacher and Deputy Head Teacher can exclude children externally. A decision to externally exclude will only be taken when all other possibilities and strategies have been made.

Very rarely it may be necessary to exclude a child. Exclusion from school may be:

- For a lunchtime only (this counts as half a day and should not be longer than 1 week)
- For a fixed period (e.g. 3 days) in school
- For an indefinite period
- Permanent

Use of permanent exclusion

- In response to serious breaches of the school's behaviour policy
- After a range of alternative strategies have been tried and proven to have failed
- Where allowing a pupil to remain in school would be seriously detrimental to the education/welfare of other pupils/staff
- A serious one-off offence

Examples of serious one-off events

- Serious actual or threatened violence against another pupil or member of staff
- Sexual abuse or assault

- Supplying an illegal drug
- Carrying an offensive weapon

Parents are always notified of the reason for and length of a fixed term exclusion and have the right to appeal against an exclusion to the Governing Body. The Head Teacher is responsible for decisions regarding exclusion from school. A child who has been excluded for a period will be brought into school by their parent/carer to attend a reintegration meeting with the Head Teacher. The child will then be permitted to re-join the class.

Work Room

The work room is designed to cater for children who have moved onto Red within the classroom or the playground and their actions and choices have not enabled them to be put back onto Green. It is managed by a member of the SLT on a rota basis.

The Work Room gives the child a chance to reflect on their actions and be supported by a member of the SLT to decide on more positive decisions next time. It may also require the member of the SLT to discuss with both the adult and the child ways forward.

This is for incidents such as refusing an adult, rudeness to an adult, swearing, fighting.

It is not designed for children who have not completed their work. It is for serious incidents only. These incidents will be logged by the adult putting the child into the workroom onto a red ABC Form. These are then given to the Main Office and will be logged on SIMs. This is why they are to be serious incidents only. This record may be used to support applications for additional resources.

Letters will also be sent home to parents to notify them of the incident. The letter expects the parents to acknowledge the letter and very often to come in and discuss.

In serious cases or for repeated violations the school may use fixed term exclusions and in extreme cases permanent exclusions.

Daily Recording of groups:

- Laminated card of Green, Red and Orange to be used for each teaching group. The teach will write the child's name on the cards if the behaviour regresses.
- This will remind the teacher and the child when they return to their class that they must put an orange or a red card in their wallet. This can then be removed if the child restores their behaviour for the next session

Restorative Practice

In line with our positive ethos school will use a restorative approach in order to achieve the following:

- To foster understanding of the impact of behaviour
- To repair the harm that was done to people and relationships
- Actively involve the school community

Merits and Rewards

- Children need to be rewarded and recognised for not only behaving appropriately but for what they achieve within teaching sessions and during other times within the school day.
- Teachers alongside Support Staff will award 3 merits each lesson. These will be related to the 3 'R's.
- The merits will be recorded on a merit chart with children's names on within the classroom.
- Once the children have received the required amount of merits, certificates will be awarded in assembly over the course of the year:

Key Stage 1 and 2	Certificate	Venue of Celebration
20 Merits	Indicating 20 Merits	Celebration/Good Work Assembly
40 Merits	Indicating 40 Merits	Celebration/Good Work Assembly
60 Merits	Indicating 60 Merits	Celebration/Good Work Assembly
80 Merits	Head Teacher's Certificate	Head Teacher Star of the Week Assembly
100 Merits	Special Tea or special activity with SLT	Head Teacher's Office/Dining Hall (Dependent on size of group)

- The merits the children collect will also go towards a whole Year Group Merit draw each week.
- All the merits will go into a special box and on a Friday afternoon a draw will be held to celebrate the 'Merit Cup winner of the Week.' This will be presented to a child within the Year Group. A Merit Cup (returned the following week) and a certificate will be given. It is a lovely opportunity to celebrate someone within the Year Group.
- Middays and Support Staff will also be able to award merits to children during lunchtimes, playtimes, assemblies etc where they have witnessed positive behaviour occurring. These will also go towards the child's individual chart and the Year Group Merit draw.

Playground behaviour

The principles of 'Going for Gold' system will continue outside class and playground contexts. The 3 'Rs' Rules apply to outside the classroom and in the playground as within the classroom setting.

Outside Class:

The children are expected to play and behave respectfully, being polite to adults and children alike.

- Learning Support Assistants, Instructors and external club organisers will support positive behaviour
- Adults will have high expectations of learning and behaviour

- Children will be praised for showing positive behaviour (in line with Going for Gold expectations).
- Merits will be given the expectations, the adult can send for SLT (as when children reach RED)
- Member of SLT will decide how to proceed
- Warnings and 'consequences' for negative behaviour given
- If children continue to choose to ignore

Playground:

Lunchtime

- A member of SLT will be on duty over the lunchtime period (See SLT Rota). They 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
- Children must approach staff outside and not come into school
- Serious incidences will be referred to SLT on duty
- Where children need to be reprimanded or warned about the types of behaviour they are displaying the MDA's and Support Staff will remind the children about what they are expected to do.
- If this behaviour continues, an MDA within the quiet area will record the incident and remind the child/children again.
- Time out can be given in this area – 5/10 minutes
- If it is a serious incident, i.e fight then the child/children concerned will need to be brought into the SLT on duty. An appropriate consequence may be the Work Room the next day. The incident will need to be logged by the adult who dealt with the incident on a Red ABC form.
- The member of SLT on duty will decide the outcomes

Breaktimes

- 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
- Minor incidents will be discussed with the class teacher and potentially the Phase Leader to deal with
- Serious incidences will be referred to SLT on duty(see rota and whiteboard in staff room)
- If behaviour poses serious health and safety risk a child is sent to SLT with 'SLT Needed' card
- All significant incidents must be reported to the class teacher, logged on a Red ABC Form and the office will record on sims.net with a letter home to parents
- They will attend the work room that day

Lining Up

Before the whistle is blown, Teaching and Support Staff are expected to be out to receive their classes on time at the end of each breaktime.

- At the end of a break, whether playtime or lunchtime, when the first whistle is blown, the children are expected to stand still.
- On the second whistle the teacher indicates what Year Group are to line up first. The children walk to their lines.
- The Teacher will be at the front of the line with support staff toward the back supporting to line the children up quietly in single file in order to access the external doors and staircases safely.
- MDA's are assigned to particular Year Groups to support in lining the children up ready to
- Walk inside in single file.

Communal Areas:

Children need reminders of how to conduct themselves around the school complying to the '3 Rs'.

When moving around the school children are expected to:

- Walk quietly on the left-hand side of the corridors and stair cases
- Hold the doors open for children and adults
- Walk in single file when with a class

Dining Hall Corridor:

- Always hang coats up on the pegs provided
- Line up quietly waiting in the queue for lunch
- Eat meals quietly, using table manners
- Clear food tray away neatly
- Walk along corridor when collecting coats
- Walk outside into the playground

Assembly:

- Line up in silence to enter the hall for assembly
- Sit quietly and respectfully
- Listen and participate as appropriate
- Encourage and support children during assemblies
- When assembly is finished, stand when asked
- Walk out in silence back to class

Monitoring

The Head Teacher monitors the effectiveness of this policy on a regular basis. The effectiveness of the policy is reported on a regular basis to the Governing Body, and if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records incidents with reference to the warnings system; a record of serious incidents that occur at break times or lunchtimes. The Head Teacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded. Racial incidents must be reported to the Local Authority; homophobic incidents are also recorded.

The Role of Governors

The Governing Body supports the school line all principles and roles set out here. It does not condone any bullying at all in school. Any incidents of bullying will be taken very seriously and dealt with appropriately.

It monitors incidents of bullying and reviews the effectiveness of this policy. It requires the head Teacher to keep accurate records of all incidents of bullying and to report to the Governors about the effectiveness of the anti-bullying strategies

It will respond to any formal complaint from a parent/carer in line with our complaints procedure.

Equal Opportunities

The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this policy without prejudice in a consistent, non-judgemental way.

Refer to the school's Equality Policy

The use of Positive Handling (Restraint Policy)

In line with our 'Duty of Care' restraint or the control of pupils may be used in the following circumstances:

- Where a child is endangering the safety of someone else
- Where a child is endangering their own safety
- Where a child's behaviour is impacting negatively on the learning of other pupils
- Damage to property is likely
-

Whenever restraint is used it is always recorded. Restraint is always undertaken in line with the principles of 'Team Teach'.

EYFS Positive Behaviour

Code of Conduct for children: