

Charlestown Community Primary School



Behaviour Policy

**Reviewed
March 2017**

Charlestown Community Primary School

Behaviour Policy

Aims:

Our behaviour policy intends to develop positive behaviours so that everyone sees themselves as part of our learning community.

We have 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 are not automatically learned. Instead, positive behaviours must be modelled, explained, taught, supported and recognised. This is delivered through PHSE lessons, circle time and SEAL assemblies and work about the school's eight personal goals and British Values.

Assemblies at the beginning of the week will set the focus for the week. This can then be followed up in lessons and throughout the whole of the school day.

We aim to start the day off on a positive note through being a welcoming face for children and parents/ carers on the playground and at the classroom entrances.

School Expectations:

Charlestown Community Primary School uses the '**Good to be Green**' system.

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 'Good to be Green' expectations are displayed in all classrooms, the hall, dining room and in the school playgrounds.

Everyone is responsible for behaviour of all children and adults should reinforce these whenever appropriate.

Good to be Green Expectations:

Aiming high:

- Learn to the best of your ability**

Doing our best:

- Listen respectfully**
- Try, try again**

Caring for each other:

- Be kind, helpful and gentle**
- Be honest and responsible**
- 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 challenging and enabling curriculum so that children are able to develop basic skills in English and Mathematics which provide a foundation for all of their learning
- To develop the children's social skills that encourage agreeable interactions between their peers and adults
- To treat everyone in an equal manner, irrespective of gender, race, class or disability
- To develop personal and moral values that are respectful of others, leading to their appreciation and toleration of other religions and cultures
- To develop the children's understanding of British Values and the society they live in:
- To develop the eight Personal Goals from the International Primary Curriculum to enable the children to become positive learners To provide a safe and happy environment for learning

- We will treat all children fairly and consistently.
- We will communicate with each other (TA, Teacher, SLT, parent / carer. child) to help support children's learning and behavioural need.
- 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.
- Not discuss a child's behaviour with other staff in front of the child.
- If a child is in trouble on a Friday then there should still be a fresh start on Monday but the child will meet with the teacher at Monday breaktime to go through positive expectations of Good to be Green , unless it is a purple behaviour and they would have to miss their break and lunch time.

The 'Good to be 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 'Good to be 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 there is a prominent 'Good to be Green' display.
- On this display each child has a pocket with their name on it.
- Each day, children start with a green card in their pocket.
- If children make positive individual choices they are celebrated by placing a silver, then gold card.
- At the end of each week, a text message is sent to parents of those children who have received a gold card.
- If children make negative individual choices they are given a warning, if this behaviour continues the child is given an orange card and placed on '5 minutes time out' in class. After that time the child is invited back to the lesson and encouraged to continue to make positive choices.

- Should the negative behaviour continue after the child has had a 'time out' in class, the teacher will give another warning to the pupil and encourage them to make the right choice. If the pupil continues to make the wrong choices then they will receive a red card and be sent to the phase leaders class for '10 minutes time out'. Phase leaders will need to take the child back to their class teacher. Behaviour needs to be recorded in the class behaviour book.
- There are a number of behaviours which are deemed severe enough for an automatic red card (even if the pupil has been on green / silver / gold). These may include : leaving a classroom without permission, throwing objects, spitting, repeatedly answering a teacher 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 incidents or when a child is not able to make appropriate choices after a red card. Purple card behaviour includes: fighting , stealing, swearing at another person and deliberate dangerous behaviour such as throwing objects at others, racist or homophobic comments and ignoring adult instructions so that a pupil is causing a health and safety risk to themselves or others. If a pupil gets a purple card in class, the teacher should send two pupils to find a learning mentor or member of SLT, with an explanation of what has happened, to request a learning mentor or SLT member to come to remove the pupil from the classroom and the child will spend 30 minutes out of class. In some serious cases the child may not return to class. If the child merits being returned to the class the teacher will monitor and if the child is showing positive behaviour then it can be changed back to green. The teacher must record the incident in the Behaviour Book so that there is a written record and complete a detention slip. The pupil will attend a detention for the required number of days.
- If a purple card is issued on the playground, the member of staff on duty at break / learning mentor at lunchtime will bring the pupil to detention and write the incident up in the pupil's class Behaviour Book. If the pupil refuses to go to detention then a Learning Mentor or member of SLT will be sent for.
- The system allows for the children to reflect on their actions, attitudes, behaviours and if behaviours change (e.g. become more positive) they can move back towards green (and then towards gold).
- In celebration assembly each Friday, all children who have received a gold card are entered into a draw where one child per year group will win a prize for consistently following green expectations.

Actions:

| Behaviour Card: | Action: | Who is involved? |
|-----------------|--|---|
| GOLD | Gold text message sent home at the end of the week. Child's name goes into prize draw in celebration assembly. | Class teacher / TA SLT Office Teacher record filled out Learning Mentors to collect Gold Cards for assembly and class lists with names of children who have achieved Gold |
| SILVER | Praise given in class | Class teacher / TA |
| GREEN | Children have 30 minutes Green Time | Class teacher / TA's |
| Warning | Child is reminded of Green Expectations. Appropriate time is given for child to address behaviour. | Adult in class |
| YELLOW | Child must move away from main class to time out area in own class for five minutes. Pupil is expected to listen to the teacher during this time but not join in. After 5 minutes child joins back in and tries to go back to green | Class teacher |
| Warning | As above | |

| | | |
|---------|--|--|
| RED | <p>Child is sent with their learning or reflection sheet to a 'Partner Class / Phase leader's class' for 10 minutes reflection time.</p> <p>After this time the phase leader will take the child back to class. Teacher welcomes back positively and reminds child of 'Good to be Green Expectations.' Child moves back to green. Child is given opportunity to join class and address behaviour.</p> <p>Five minutes off 'Green time'.</p> <p>\teacher to let the parent know at the end of the day. If can't get hold of parent ask the office to send a text.</p> <p>Behaviour book completed</p> <p>Two reds in one day then child will get a</p> | <p>Class teacher</p> <p>Buddy class teacher / phase leader</p> <p>SLT</p> <p>Parent / Carer</p> <p>Teacher record filled out</p> |
| | 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 find a learning mentor / SLT member with the purple card. Learning mentor / member of SLT will come and collect the child</p> <p>Parent / Carer involvement (letter / phone call, meeting)</p> <p>1 – 2 days lunchtime detention: Year R – year 2 = 1 day Years 3 – 6 = 2 days</p> <p>Two purple cards, or extreme behaviour in one week in class time (Monday – Friday) will result in an internal exclusion the next day. Class teacher will meet with parents / carers to inform and complete and internal exclusion form. This will be passed to the SENCO / Senior Learning Mentor who will organise cover for the internal exclusion.</p> <p>Two purple cards in a week from playground incidents will result in the child having a playtime behaviour plan with agreed targets which will be drawn up by the SENCO or learning mentors.</p> | <p>Office</p> <p>SLT</p> <p>Parent</p> <p>Class teacher</p> <p>SENCO</p> |
|--------|--|--|

Refusing to move:

If a child refuses to attend another class or move away from the main learning group, staff will tactfully ignore, giving space and time to make the appropriate choice, then if still refusing, give warning and move to the 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 members of staff who are trained in Team Teach to restrain the child or remove them from the main learning area. A list of trained staff is kept in the school office and the school staffroom.

Play time and Lunchtime Tokens:

Green tokens are used on the playground to reward good behaviour. Staff on duty at breaktime and lunchtime have responsibility for giving out the tokens. Each member of staff will have five tokens to give out each day.

If a child gets a token then they will put it into a box in their classroom and at the end of the week the class teacher will draw a name out of the box and the child will receive a certificate for excellent behaviour at lunchtime. Those children whose names are drawn out during Celebration assembly will be invited to a tea party during Friday afternoon in the Head's office.

Children with specific behavioural needs: (SEN , BSMH)

We recognise that some children have specific needs with regards to their behaviour. For those children identified with Behaviour, Social and Mental Health issues , the system may need to be altered and adapted to meet their needs. They stand outside of the policy according to their IEP / IBP, which will indicate the actions planned to address and support their needs.

Sending for learning Mentors / SLT:

When children have reached purple, the learning mentor or member of SLT is sent for. Send two children with the purple card, explaining the reason why a child is being sent out.

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 our community.

Internal:

Internal exclusion will be at the discretion of the Head teacher and will be in response to a culmination of behaviour or extreme and serious single incidents. Internal exclusions will happen after two purple cards are issued in one week in class or if behaviour has been persistently unacceptable. The class teacher must liaise with the member of staff who is carrying out the internal exclusion and set work for the day. Any child who is in internal exclusion will not be allowed out to play and must spend lunchtime in detention.

An example of internal exclusion would be: consistently on red behaviour

External:

Only the Head teacher can exclude children externally. A decision to externally exclude will only be taken when all other possibilities and strategies have been made.

| Trigger Point: | Action: | By whom? | Recorded : |
|---|---|---|------------------------|
| 2 purple cards in a week | Internal exclusion 1 day | Class teacher to organise with SENCO / HT | Letter home SENCO / HT |
| 3 internal exclusions in half term | HT to write letter to parents warning that child is at risk of external exclusion and offer a meeting with them | HT | Letter home |
| 3 external fixed term exclusions in half term | Governors write to parents stating that a pupil may be at risk of permanent exclusion | HT / Governors | Letter home |

Outside Class and Playground Positive Behaviour Management:

The principles of ‘Good to be Green’ system will continue outside class and in playground contexts.

Playground:

Lunchtimes:

- Learning Mentors 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 principles discussed here
- All children will start their lunch on a green card.

- Children must approach staff outside and not come into school
- Serious incidents will be referred to learning mentors / SLT and put in the child's class Behaviour Book.
- If a child is not following the 'Good to be 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 five minutes or walk around with a member of staff on duty at lunchtime. They may be asked to complete a reflection sheet. After a conversation with the adult the child will return to the playground on green.
- Green tokens will be given to children showing positive behaviour.
- Children must be listened to and incidents recorded properly
- Teachers can arrange 'dinner dates' with children who need time to talk

Playtime:

- At morning playtime adults on duty are responsible for engaging with children through play and conversation
- All adults must be vigilant to 'tensions' before they result in incidences.
- All adults must deal with incidents appropriately following the principles discussed here.
- Children must approach staff outside on duty and not come into school.
- There will be a teacher on duty each playtime (See rota in staff room)
- If a child is not following the 'Good to be Green Expectations' the adult will give a warning to them, if the behaviour continues the pupil will be sent to the 'time out' area or stand against the wall in the playground or walk around with the teacher for five minutes.
- In discussion with the teacher on duty, staff will inform the learning mentor . SLT member of any serious incidences
- If behaviour poses a serious health and safety risk a child is sent to a learning mentor / SLT with a purple card
- **All significant incidences must be reported to the class teacher as they are collected from the playground**
- Green tokens will be given for positive behaviour

Behaviour Book:

The class behaviour books record serious incidents such as fighting, swearing, being threatening or abusive to others, damaging property, stealing, racist / homophobic incident, etc. which merit red or purple behaviour cards.

A purple entry into the behaviour book means a lunchtime detention with SLT. After lunch the member of SLT will speak to staff informing them of the list of pupils who had been in detention as a result of negative lunchtime behaviour. Class teachers are expected to bring pupils to detention where they will complete a behaviour form, reflecting on the school rule they have broken.

Positive Handling / Team Teach:

Legal Framework

Positive handling should be limited to emergency situations and used only in the last resort. Section 550A of the Education Act 1996 and DFEE Circular 10/98 allow teachers, and other members of staff at a school who are authorised (see Appendix 2) by the Headteacher, to use such force as is reasonable in circumstances where the pupil may need to be prevented from engaging in behaviours which are likely to cause injury to themselves, others or damage to property. The guidance extends this to maintaining good order and discipline, for both on-site and off- site activities.

Positive handling should only be used when all other strategies which do not employ force have been tried and found unsuccessful or **in an emergency situation**.

Positive handling is the positive application of force with the intention of protecting the child from harming himself or others or seriously damaging property. The proper use of positive handling requires skill and judgement, as well as knowledge of non-harmful methods of restraining. The decision to use positive handling as restrictive physical intervention must take account of the circumstances and be based on an assessment of the risks associated with the intervention compared with the risks of not employing a restrictive intervention. The physical intervention must also only employ a reasonable amount of force – that is the minimum force needed to avert injury or damage to property, or to prevent a breakdown in discipline – applied for the shortest period of time (see section on use of reasonable force).

Positive Handling and the use of Team teach will be carried out in line with the school's Positive Handling Policy and Team Teach Guidance.

This policy should be read with the school policy on:

Anti-bullying Policy
Equality Policy
Safeguarding Policy
Positive Handling Policy
Team Teach Guidance

This policy will be reviewed annually:

Signed:

Date:

Chair of Governors: