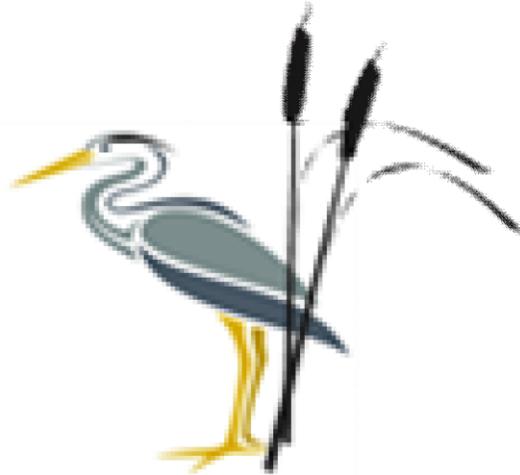


# Rush Green Primary School



*'Strive to Succeed'*

## Behaviour Policy

September 2016

Review date: September 2017

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## **Mission Statement**

In order to enable effective teaching and learning to take place, positive engagement and behaviour in all aspects of school life is necessary. Our school family works to create and maintain a welcoming, calm, supportive and safe learning environment in which every person is valued.

We aim to promote a positive attitude in our pupils, creating an environment in which good behaviour is expected, within a climate of trust. We see this as a three-way partnership with pupils, parents and staff all taking responsibility for their actions.

Rush Green Primary is a community school with a strong moral ethos. School rules are for the safety and comfort of all members of the school community. Any form of bullying, discriminatory behaviour or fighting will not be tolerated.

At Rush Green Primary School we have adopted the behaviour programme 'Stay on Green'.

This policy is intended to be **consistently** applied although, at times, staff will use their professional discretion.

### **Aims:**

- To provide a safe environment free from disruption, violence, bullying and any form of harassment.
- To enable children to understand that acceptable behaviour is a result of mutual respect - respect for ourselves, respect for others, and respect for property.
- To promote the values of honesty, trust, fairness, tolerance, compassion and politeness.
- To reinforce positive behaviour.
- To ensure fairness of treatment for all.
- To encourage consistency of response to both positive and negative behaviour.

### **Objectives:**

All Adults:

- To provide a positive role model
- To have high expectations of themselves and the children
- To emphasise and reward positive behavior
- To respond to, and deal with, unacceptable behaviour in a firm and consistent manner
- To involve and inform parents of all aspects of this policy

All Children:

- To understand that they are a valued part of the community
- To understand their role
- To discuss and share what constitutes acceptable behaviour e.g. at circle time
- To understand and know what is acceptable behaviour • To be responsible for behaving in an appropriate manner.

# THE RUSH GREEN PRIMARY SCHOOL RULES

At Rush Green Primary, to 'Stay on Green', we will.....

1. Always do our best
2. Be polite and helpful
3. Work well with others
4. Respect others
5. Listen well when others are talking
6. Look after the equipment in our school
7. Sit on the carpet and chairs correctly
8. Wear the correct uniform at all times
9. Keep our personal property organised at all times

## WHOLE SCHOOL BEHAVIOUR POLICY: STAY ON GREEN AND EFFORT GRADES

### Overview

The principle behind this system is:

- That all pupils have the opportunity to make positive choices about their behaviour and influence outcomes
- That the teachers integrate a system within daily teaching in order to promote positive behaviour and effective behaviour management skills.
- Pupils who are regularly following the rules are noticed and rewarded.

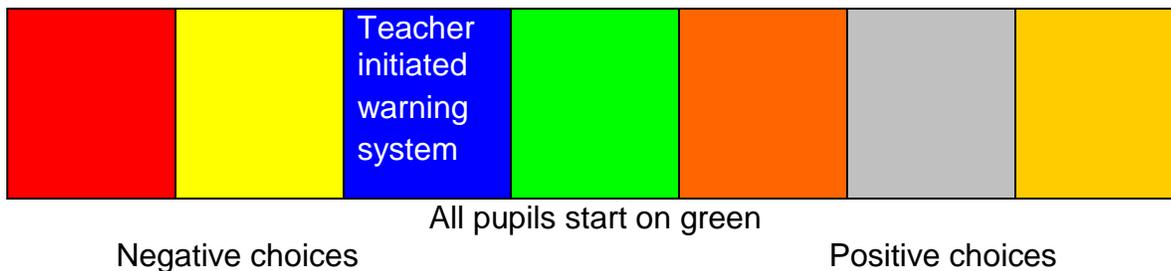
The system allows for the following:

- A consistent approach that can be used by all staff.
- Whole class/school and individual reward system.
- Least intrusive approaches are used to manage behaviour
- Teaching of specific behaviours and routines.

The Stay on Green behaviour system works in the following way:

- All classes should have our school rules clearly displayed and feedback about behaviour should be linked to these
- All classes have a display with the children's names on. All pupils start each morning and afternoon session with their name on 'green' to enable each child to have a fresh start each morning and after lunch.
- If pupils make positive individual choices about their behaviour their name moves onto the appropriate colour (bronze, silver, gold).
- If pupils make negative individual choices and **fail the warning system** their name moves onto the following colours (yellow, red).
- Children's names may move up or down the system at any point during the day.

- If a child comes off Green and moves down the system it is the teacher's responsibility to try and get them back to green before the end of the day.



- Please refer to the laminated cards displayed in each class and around the school to link specific behaviours to colours.
- Classes are encouraged to develop stimulating displays to promote the Stay on Green Policy and their association with house points.

The effort grade system works in the following way:

- All classes should have our school effort grade clarification clearly displayed and feedback about effort should be linked to these.
  - At the end of each lesson, pupils work will be graded an A-E (A being the highest grade to E being the lowest grade) for their effort in that particular lesson. Teachers and pupils can discuss the reasons for the grades being given as this gives pupils an opportunity to improve upon these grades in the next lesson.
  - All classes have a display with the children's names on. At the end of the school day the teacher writes the overall effort grade for each individual pupil (an average over the whole day) onto the chart. Each effort grade is associated with a reward associated with their chosen house. These effort grades change daily.
- Please refer to the laminated posters displayed in each class and around the school to link specific grades and how these are achieved.
  - Classes are encouraged to develop stimulating displays to promote effort grades and their association with house points.

## **Rewards**

It is extremely important that as part of the process of maintaining a positive environment within our school, children's behaviour is acknowledged and rewarded. Positive reinforcement is extremely important because it allows us to reward and shape children's behaviour rather than constantly remind them of their negative behaviour. Wherever possible we aim to have a positive interaction with a child rather than a negative. E.g. if a child is swinging on their chair, rather than asking them to stop swinging on their chair, we would praise another child who is sitting still on their chair. We acknowledge that any reward system needs to be meaningful to the child. If they are not motivated by the reward it will not be effective in shaping the child's behaviour. We also acknowledge that any reward system is ineffective if the child does not link the outcome of the reward with the

behaviour they have shown to achieve it. Therefore, we endeavour to try to help the child to make a connection as often as possible between their actions and the consequences.

We have a varied range of Positive Reinforcement techniques that we regularly draw upon. These include:

### **Individual Rewards:**

- Praise – we verbally praise children regularly when we catch them doing the right thing. We acknowledge that some children are more comfortable than others in receiving public praise and we consider this in how we offer praise. It may at times be non verbal e.g. a thumbs up or a smile. We also use proximity praise to shape the behaviour of a child who is not doing the right thing, whereby we praise a child who is making the right choice in the hope that other children not making the right choice will try to change their behaviour in order to receive the same praise.
- Stickers – these can be awarded for a variety of reasons, celebrating positive work and behaviour.
- Positive visits to SLT members – if children have completed a particularly special piece of work or behaved in a particularly positive way a teacher may send their child to visit a member of SLT.
- Positive phone calls home – all staff can phone home if they feel that they would like parents to know about something a child has done particularly well that day
- Verbal feedback/tone of voice – we are always aware of our tone of voice and the effect it has on children’s behaviour. We also ensure that we provide as much verbal feedback as possible to reinforce positive behaviour and good work.
- Each week one pupil of the week will be chosen from each class to celebrate their achievement. This will be inputted into a folder with the reason why that child has gained this achievement. During golden book assembly, these children’s named will be celebrated in one of the school halls associated with their phase.
- House points – These are linked with both the Stay on Green system and the effort grade system. At the end of each day house point (tokens) are awarded dependent on each individual pupil’s end of day effort grade. For example; 3 house points are award for an A grade, 2 for a B grade, 1 for a C grade and 0 for a D or E grade. House points can also be awarded for reaching bronze, silver or gold on the Stay on Green system. For example; 5 points for bronze, 10 points for silver and 20 points for Gold. The tokens for these will be collected in house point collectors found in each classroom. These house points will be collected each week and celebrated in golden book assembly.
- When a child achieves ‘Bronze’, ‘Silver’ or ‘Gold’, the teacher will enter their names into the Golden book. This will ensure they receive a bronze, silver or gold star in golden book assembly which will be placed on the wall in their associated hall to celebrate their achievement for the whole year. From the book, the Golden pupils names will be entered into a special prize draw to win a golden prize at the end of the year e.g. a Kindle. At the end of each term the children who have achieved gold will receive a golden party with Mr Abeledo. Teachers are expected to show great professional judgement with awarding gold.

This is the most difficult behaviour colour to achieve and as such it is expected that each year group would have no more than 5 children in total on gold per half term. If an assembly is unable to take place that week Mr Abeledo or a member of SLT must personally visit the classes of gold children to award the certificates **the gold reward must not be delayed until the following assembly.**

- When a child achieves bronze, silver or gold they will also receive a sticker.
- Celebration Assembly – a special assembly is held each week where children's achievements are celebrated.

## **Consequences**

As well as a range of rewards we also have a range of consequences which help to shape the children's behaviour. As with positive reinforcement, any negative consequences also need to be meaningful to the child (i.e. if a child dislikes going outdoors for playtime, keeping them in with you is not a negative consequence) and explicitly linked to their actions (ie. the child understands exactly why they have received the consequence).

We make every effort to ensure that consequences are applied calmly, firmly and consistently. Quiet, private reprimands are often more effective than public ones, although we recognise the need to ensure that the child in question does not find the individual attention rewarding rather than punitive.

Important features of consequences include:

- A focus upon the behaviour rather than the child. E.g. "that was an unkind thing to do" rather than "you are a very unkind girl".
- A message about what the child should do in future;
- Consequences appropriate to the behaviour;
- Looking for the possibility of praise as soon as possible after the consequence, to encourage more positive behaviour.

Before moving a child's name down the "stay on green" system we use a range of techniques:

- **Planned ignoring.** We recognise that any attention, whether positive or negative, is often a motivator for children. Therefore, wherever possible we give minimal attention to negative behaviour
- **Modelling.** We demonstrate the desired behaviour. E.g if a child is calling out on the carpet a Teaching Assistant may model sitting up straight and folding their arms.
- **Cueing.** We try to cue behaviour by giving a general reminder of the desired behaviour to the whole class without mentioning the name of the child who is not behaving appropriately. E.g. "I am just reminding everyone that we need to put up our hand if we would like to say something."

-**Shaping.** If a child is partially doing the right thing we can praise them for what they are doing right and ask them to also do something else. E.g. "Well done Courtney, I

love the way you are sitting quietly without fidgeting, now I would also like you to show me some eye contact.”

- **Proximity Praise.** We praise a child who is doing the ‘right thing’ when they are sitting next to a child not following instructions. E.g. “I love the way Jack is sitting so beautifully”, then magically, Rebecca starts to sit beautifully too!

If a child is “locked into” a negative behaviour and are clearly **choosing** not to follow instructions, again, before we even use the system we may use:

- **Humour.** This does of course depend on the relationship between the adult and child but can be very effective in diffusing situations.
- **Negotiation.** Again, depending on the situation and the relationship we often “make a deal” with the child, this can allow the child to “save face” and not feel that they are completely backing down
- **Transfer adult** Again, this can allow the child to feel that they have not lost face or if they are feeling angry with one particular adult, a change of adult may diffuse the situation
- **Distraction** – sometimes it is possible to distract a child out of a negative behaviour pattern. E.g. if a child is tapping a pencil and has not responded to cueing, shaping, modelling etc. the child could be asked to do a small job

Of course, we all need to hold on to the assumption that children will behave positively and do the right thing. If we have tried a range of the above strategies, and the child is clearly **choosing** to behave inappropriately we must ensure that our expectation is absolutely explicit and clear.

It is essential that the child understands what our expectation of them is. Therefore we need to then give them a clear instruction:

- Ask once nicely e.g. “Joe, I am finding it hard to concentrate while you are tapping your pencil. Could you stop please.”

If this does not work:

- Ask once firmly e.g. “You need to stop tapping.”

If this does not work:

- Inform the child that they have received a warning. Whereby they are expected to tell the class what it was they were doing on the yellow card that was unacceptable.

This serves as a “**Rule Reminder**”

In FS and KS1 the consequence for these pupils could be their name written next to a sad face (at teacher’s discretion).

In KS2 at this point the teacher has a number of options. They may choose from the following consequences:

Simply ensure the child has acknowledged that they have been warned. They need to know that there has been a consequence to their actions.

Time Out in class (5mins max): With any missed work to be caught up on at break/lunch time.

\*NB – Time Out should never be outside the class, in the corridor.

**At least** one warning is always provided for pupils in between each stage.

Before moving onto the next stage, from warning to yellow, a number of strategies, as explained above, should be employed prior to moving a name. Teachers should constantly help pupils make the right choices to move their name back to green and beyond.

- The next stage on the system is **YELLOW**. At this stage, in nursery the child will be directed to sit on the “Thinking Chair” to reflect for 3-4 minutes. In R and KS1 teachers may choose from the following consequences:

Instant “Time Out” inside the class

“Time Out” in a Buddy Class (15 mins max)

“Time Out” during break or lunchtime (15 mins max)

Catch up time will be expected from the children during break time. This will be at the teacher’s discretion if he/she feels a child has not completed the work to the high standard expected at Rush Green School.

“Alternative Lunch” KS1 only

In KS2 the consequence for hitting **YELLOW** and staying on this colour by the end of the day is to be referred to the Phase Leader for consideration for Alternative Lunch. The child’s behaviour at this point is considered **RED**. (Please see Appendix A for further details). Parents should also be informed of this by the class teacher.

- The next stage on the system after **YELLOW** is **RED**. At this stage the Phase Leader should be informed. Consequences may include:

Alternative Lunch

Parent Meeting

In school Exclusion

Fixed Term Exclusion

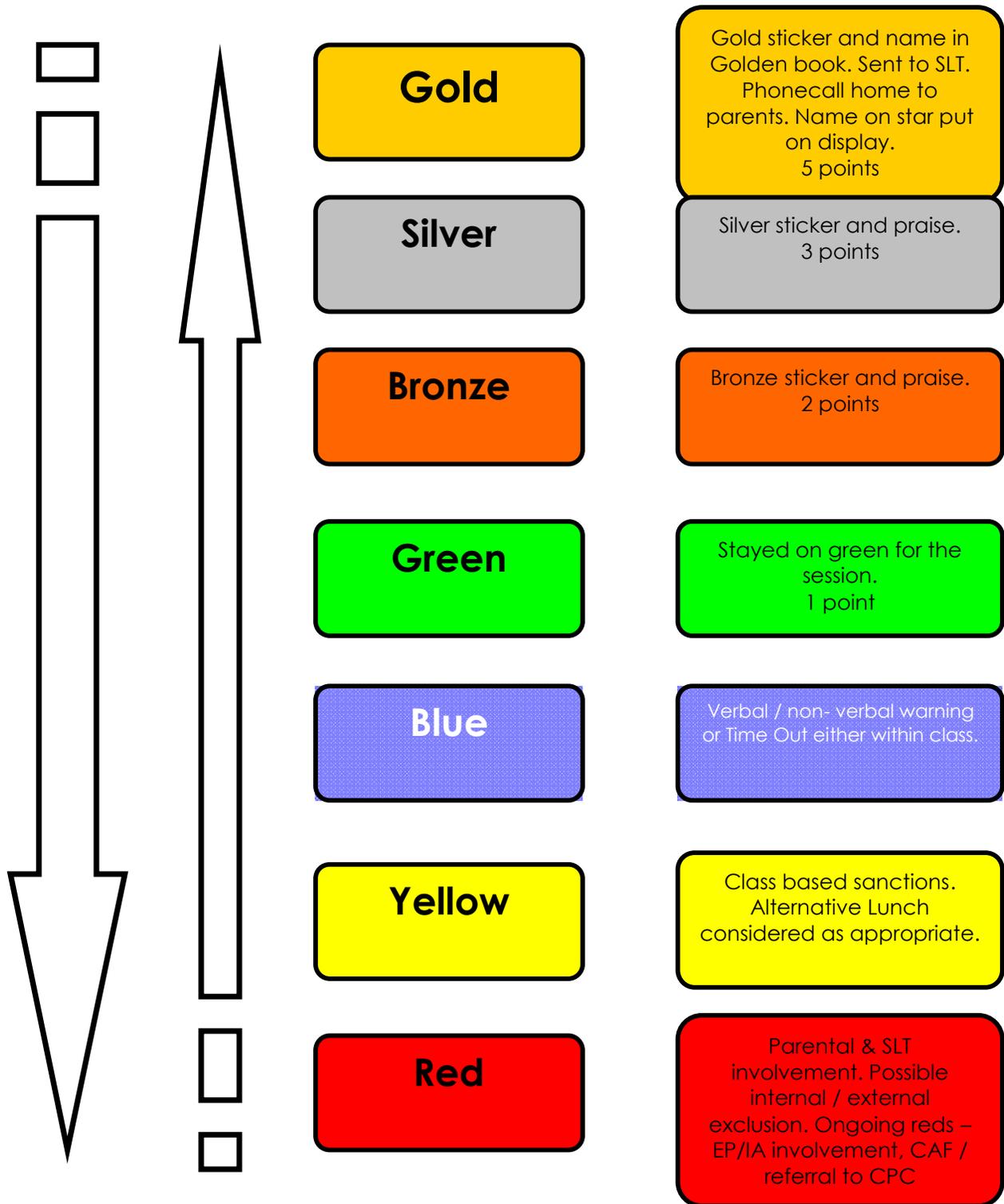
SLT may be informed dependent on the seriousness of the behaviour. In some circumstances it may be necessary for the teacher to write a behaviour plan in consultation with SLT, parents and the child.

The following table offers examples of the sorts of behaviours which warrant each consequence. Please note that teachers may use discretion and this list only offers examples:

Colour	Examples of behaviours	Consequence
<b>Verbal warning</b>	All yellow behaviour will result in first being given a warning.	<p>FS and KS1 – the consequence for these pupils is the fact that their name has been identified to the entire class.</p> <p>In KS2 teachers may use any of the following:</p> <ul style="list-style-type: none"> <li>Non-verbal signal e.g. smiley/sad faces</li> <li>Verbal Warning</li> <li>Time Out in class (5mins max)</li> <li>Time out in buddy class (15 mins max)</li> </ul>
<b>YELLOW (Step 2)</b>	<ul style="list-style-type: none"> <li>Repeatedly not following instructions</li> <li>Name calling</li> <li>Shouting/calling out during teaching time</li> <li>Moving around the classroom without permission</li> <li>Rudeness/face pulling</li> <li>Talking when others are</li> <li>Distracting others</li> </ul>	<p>FS and KS1 may choose from the following consequences:</p> <ul style="list-style-type: none"> <li>Instant “Time Out” inside the class or in another class</li> <li>“Time Out” during break or lunchtime</li> <li>“Alternative Lunch” KS1 only</li> </ul> <p>In KS2, pupils who are still on <b>YELLOW</b> by the end of the day will be referred to the Phase Leader for consideration to attend an “Alternative Lunch”. Class teachers must inform parents.</p> <p>Pupils who attend an ‘Alternative Lunch’ (see appendix A for further details of alternative lunchtime) will complete a reflection sheet and will discuss their behaviour with the member of staff on duty.</p> <p>Please note, only one AL should ever be given at a time, even if the child has hit yellow on more than one occasion throughout the day.</p> <p>*NB pupils who frequently hit yellow will be monitored by SLT and appropriate intervention will be planned.</p>

<p><b>RED (Step 3)</b></p>	<p>Walking out of class Being racist Bullying Fighting Swearing Stealing Biting Hurting others on purpose Throwing things Damaging other people's or school property Refusal to work Displaying <b>YELLOW</b> behaviour for a day</p>	<p>CT should inform Phase Leader and SLT as appropriate. Parents to be informed by CT. Phase Leader will choose from the following consequences:</p> <p style="text-align: center;">Alternative Lunch Parent Meeting In school Exclusion Fixed Term Exclusion</p> <p>If appropriate, the pupil may be immediately removed from their class / playground and if a member of SLT deems it appropriate, they could be "internally excluded". (see appendix B for further details of internal exclusions)</p>
<p><b>RED (Step 4)</b></p>	<p>A continuation of the above. <b>RED</b> should be just as hard to achieve as gold. If a child shows consistent <b>RED</b> behaviour (only the behaviour that is written on the card) throughout the week/term then further action must be taken.</p>	<p>Leadership Team involvement: On the second occasion a child hits red, a member of SLT will meet with parents and plan appropriate monitoring or intervention.</p> <p>If the pupil continues to exhibit '<b>RED</b>' behaviours then the SLT, Class Teacher and Parent will meet. Advice may be sought from our Inclusion Advisor or Educational Psychologist and we will consider whether a support plan should be initiated.</p> <p>If a serious incident occurs, pupils will be "internally excluded" (see appendix B for further explanation) for a specified period of time or may be excluded from school by a member of the Senior Leadership Team, in line with the Borough's 'Exclusion Guidelines'.</p>

## Stay on Green' – Visual Guide



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

A range of Positive Behaviour Management strategies, including warnings or reminders must be given before a consequence.

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

### **Time out / Reflection Time in other classes**

If pupils are to be sent out of their class for 'Reflection Time', they should be sent to another class with their work for 15 minutes maximum. The teacher in the reflection class is expected to talk to the child about their behaviour to allow the child opportunity to take ownership of their actions.

### **SEND / Inclusion**

All staff should be mindful of pupils who have been identified as having Special Educational Needs (SEND) when using the system. SEND may include Speech, Language and Communication Needs (SLCN), Social, Emotional and Mental Health (SEMH), Learning Difficulties, Physical Impairments or Medical Needs.

**Consequences such as Alternative Lunch are not aimed for pupils with SEND** although may occasionally be deemed appropriate.

### **Exclusion (internal & external)**

The London Borough of Barking and Dagenham's criteria for exclusions are as follows:

- Violent behaviour towards staff members
- Violent behaviour towards pupils
- Abusive/aggressive/threatening behaviour towards staff members
- Abusive/aggressive/threatening behaviour towards pupils
- Refusal to accept authority of the teacher/school
- Racist/Sexist behaviour
- Other as deemed appropriate by the Head Teacher.

## **Appendix A**

### **Alternative Lunch Protocol**

- AL is not intended for pupils with SEND unless negotiated with the SENCO or SLT.
- AL will take place in a designated room.
- An AL referral must be completed by the class teacher and forward to the respective Phase Leader. An AL will only take place if the Phase Leader sanctions the referral.
- Prior to attending AL, pupils will first have their lunch.
- Children who have attended AL will subsequently have their behaviour tracked by both the Phase Leader and SLT.
- The senior member of staff supervising the AL will spend time with the pupil reflecting upon their behaviour.
- If deemed appropriate, the pupil may also complete some basic skills work.
- Pupils will line up with their class in the playground ready to rejoin lessons after lunch.
- Every pupil starts the next day session afresh and is back on green.
- It is the Class Teachers' responsibility to inform parents / carers that their child will be attending AL the next day.

## Appendix B

### Internal Exclusion Protocol ( Curriculum)

- If a pupil consistently displays **RED** behaviour, the class teacher should involve a member of SLT who may decide the pupil needs to be “internally excluded”.
- During an internal exclusion the pupil must work outside of their class – either in the Reflection Room or within another class/with the SLT member for an agreed fixed period, usually no more than half a day.
- The child will complete a prepared work pack at their appropriate level. They will work independently and should be given minimal attention.
- For an Internal Exclusion to be completed successfully the child must sit calmly and quietly in their seat and complete their sheets independently. If the child does require support they need to stay in their seat and politely ask for help.
- Ideally, the child will have shown that they are following the school code of conduct and have turned their behaviour around. Once they have completed their work pack they should then have a short discussion with the member of staff supervising about which rule they broke and consider whether any further reparation needs to take place prior to returning to class (e.g. mediation with another child, genuine apology to member of staff).
- If the child is showing they are ready to return to class, either the member of staff on duty, or a member of SLT will escort them back to their classroom. If any reparation needs to take place this should do so, with agreement from the class teacher, then all adults need to welcome the child back to class and give them a fresh start.

Appendix C

**Internal Exclusion - Curriculum**

Name of Pupil: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

Reason for hitting Red: (please circle)

- Walking out of class
- Being racist
- Bullying
- Fighting
- Swearing
- Stealing
- Biting
- Hurting others on purpose
- Throwing things
- Damaging other people's or school property
- Refusal to work

Further comments:

.....  
.....  
.....

Signed: \_\_\_\_\_ (Class teacher / SLT member)

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**To be completed by SLT member**

**Consequence of behaviour:** (please tick)

- Class teacher met with parent
- SLT met with parent
- Internal Exclusion
- Fixed term Exclusion

Further comments:

.....  
.....  
.....

Signed: \_\_\_\_\_ (SLT member) Date: \_\_\_\_\_