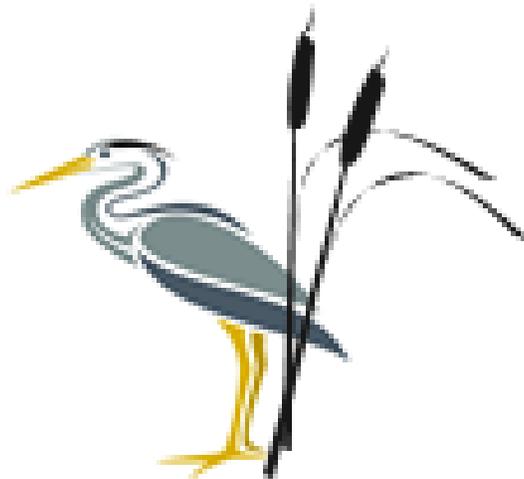


Rush Green Primary School



'Strive to Succeed'

Behaviour Policy

October 2017

Reviewed and updated: May 2018
Next review date: September 2018

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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.

In determining our School's policy on behaviour, we acknowledge our statutory duty under the Equality Act 2010, in respect of safeguarding and in respect to pupils with Special Educational Needs.

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 behaviour
- 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

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.

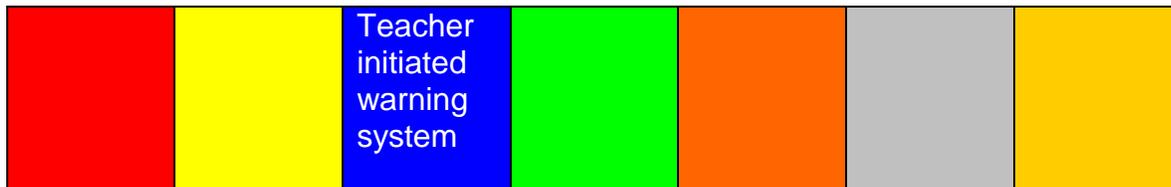
The system allows for the following:

- 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 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. In CPC a fresh start is made after each session.

- If pupils make positive individual choices about their behaviour their name moves onto the appropriate colour (bronze, silver and 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.



All pupils start on green

Negative choices

Positive choices

- 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

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.
- When a child achieves ‘Gold’, the teacher will give the child a golden sticker so that others are aware of their excellent behaviour. Their name will be written in the golden book to ensure they receive a golden certificate from a member of SLT in the next celebration assembly. From the book their name 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 or silver they will also receive a sticker.
- If a child stays on green all half term, they will receive an ‘I stayed on green all half term’ certificate from their class teacher on the last day of term. The teacher will be able to tell who has earned this certificate by keeping a record of their tally point system.

Whole Class Rewards:

- At the end of each day the class teacher (or designated pupils if appropriate) keeps a tally of their class’s score on the class points list. Each pupil can earn the following points, depending where their name is:

Red	- 3 points
Yellow	- 1 point
Green	1 point
Bronze	2 points
Silver	3 points
Gold	5 points

Each class then has a weekly total of points which are collected at the end of each week within year groups. The class in each year group with the most points at the end of each week will receive 15 minutes of extra play after lunch time to be supervised by the class teacher. A special box of toys can also be taken out with the children to enhance the extra time.

- Celebration Assembly – a special assembly is held each week where children’s achievements are celebrated. This includes certificates for any pupils who have achieved gold and a celebration of the classes who have achieved the most points that week.

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**”

Warning System

Each child will receive the opportunity to redeem their behaviour before being placed onto yellow.

- 3 Warnings then the child is placed onto yellow whereby they still have the opportunity to get back onto green at the end of the day.
- Ks1 = Blue transition colour added to display. Three different shades of blue. Each shade represents that the child has been warned.
- Ks2 = Blue cards with 1, 2, 3 written on. To show the child has been warned about their behaviour
- **3 Warnings must be given before the child can move onto yellow.**

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.

In KS2 the consequence for hitting Yellow and staying on this colour at the end of the day is an alternative lunch (AL). Before using this though, the incident must be referred to a Phase Leader for confirmation. If the consequence is agreed, then the child will go to AL the next day. Their parents should be informed and a meeting held to discuss the behaviour. (Please see Appendix A for further details). Parents should also be informed on the same day as the Yellow being given. Using the alternative lunch form, the phase leader should be informed to agree the consequence.

- The next stage on the system is **RED**. **At this stage the child's behaviour will be referred to the Phase Leader using the alternative lunch document. If the behaviour is agreed the child should go to alternative lunch the next day.** Parents should be informed on the day and a meeting should be held within a week to discuss the behaviour. A record of the meeting should be kept in the Stay on Green. Consequences may include:

- Alternative Lunch
- Parent Meeting
- In school Exclusion
- Fixed Term Exclusion

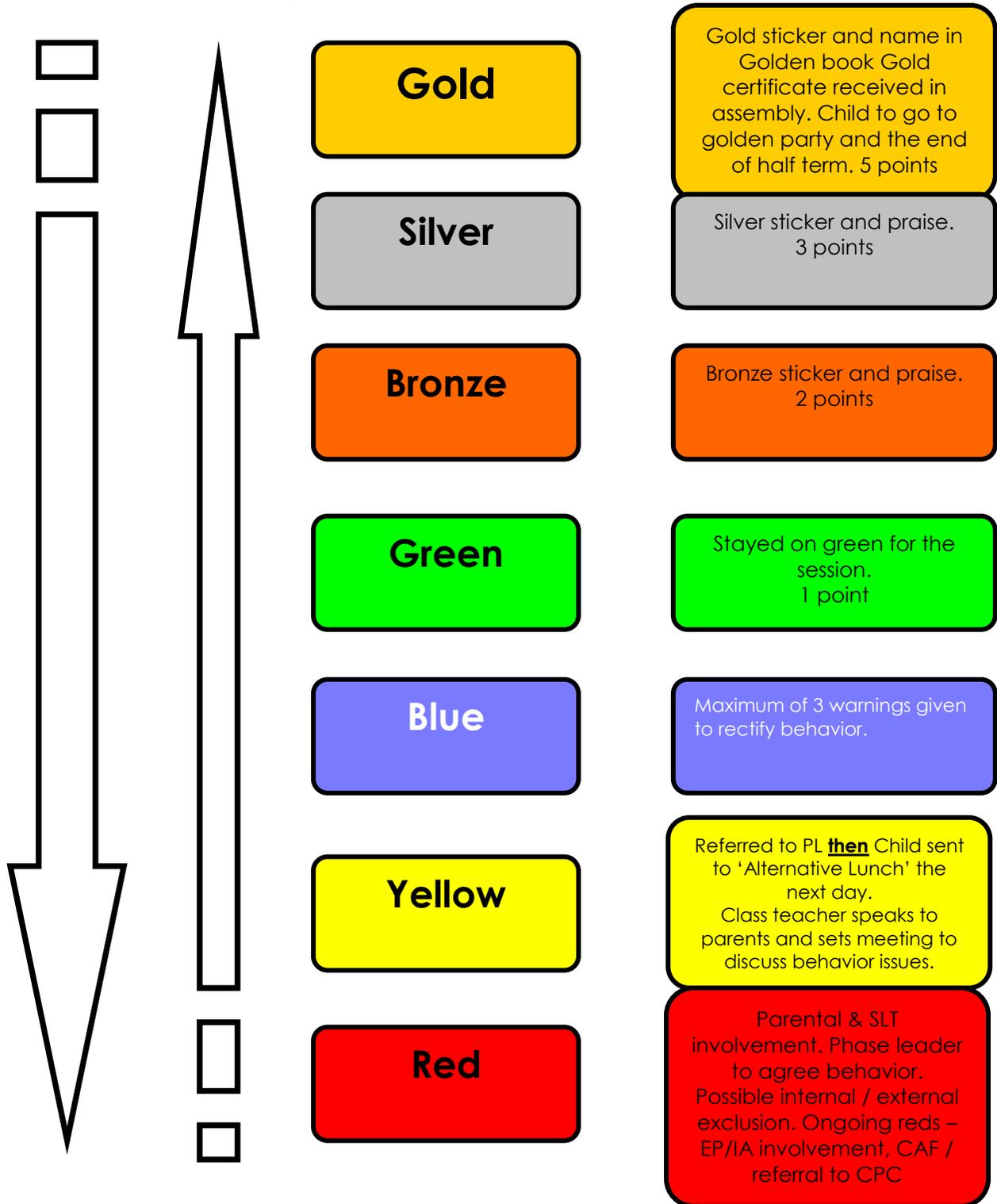
In some circumstances it may be necessary for the teacher to write a behaviour plan with SLT, parents and the child. **PLEASE NOTE: Under Section 51A of The Education Act (2002), exclusions may only be given by the Head Teacher or Acting Head Teacher.**

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
<p>Warning system The child still has a chance to move back onto green before hitting yellow.</p>	<p>All yellow behaviour will result in a maximum of 3 warnings being given. The child has the chance to redeem their behaviour before moving onto yellow.</p>	<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"> ➤ Non-verbal signal e.g. smiley/sad faces ➤ Verbal Warning ➤ Time Out in class (5mins max) ➤ Time out in buddy class (15 mins max)
<p>YELLOW (Step 2) The child still has the chance to move back onto green from this stage.</p>	<ul style="list-style-type: none"> ➤ Repeatedly not following instructions ➤ Name calling ➤ Shouting/calling out during teaching time ➤ Moving around the classroom without permission ➤ Rudeness/face pulling ➤ Talking when others are ➤ Distracting others ➤ Saying something racist without intention ➤ Physically hurting someone else on purpose ➤ Swearing ➤ Throwing equipment for 'fun' ➤ Damaging other people's or school property 	<p>FS and KS1 may choose from the following consequences:</p> <ul style="list-style-type: none"> ➤ Instant "Time Out" inside the class or in another class ➤ "Time Out" during break or lunchtime ➤ "Alternative Lunch" Ks1 only <p>In KS2 a referral should be made to Phase Leader. If behaviour is agreed the child will attend AL the next day. <u>Parents should be informed and a meeting should be held within a week to discuss the behaviour.</u></p> <p>Pupil will attend, if sanctioned by PL, an alternative lunchtime (see appendix A for further details of alternative lunchtime) where they 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>RED (Step 3) The child does not have the chance to move back onto green from this stage. Once AL has been sanctioned by PL the AL will take place the next day.</p>	<ul style="list-style-type: none"> ➤ Walking/running out of class without permission ➤ Intentionally making racist remarks ➤ Bullying ➤ Fighting with the intention to seriously hurt someone else ➤ Stealing ➤ Biting with the intention to seriously hurt someone else ➤ Throwing things with the intention to seriously hurt someone ➤ Refusal to work ➤ Shouting at, swearing at or physically hurting a member of staff 	<p>CT should have the behaviour sanctioned by the Phase Leader. <u>Once sanctioned the parents should be told about the behaviour and meeting should take place within a week to discuss the behaviour.</u></p> <ul style="list-style-type: none"> ➤ Alternative Lunch <u>the next day</u> ➤ Parent Meeting ➤ In school Exclusion ➤ Fixed Term Exclusion <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 c for further details of internal exclusions)</p>
<p>RED (Step 4)</p>	<p>A continuation of the above. Red should be just as hard to achieve as gold. If a child shows consistent red 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 ‘Red’ 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 CAF should be initiated or a referral.</p> <p>If a serious incident occurs, pupils may be excluded for a specified period of time or may be excluded from school by the Head Teacher, in line with the LA’s ‘Exclusion Guidelines’.</p> <p>Stages may be jumped, depending upon behaviours exhibited.</p>

Stay on Green' – Visual Guide



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

A range of Positive Behavior 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.

SEN / Inclusion

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

Consequences such as Alternative Lunch are not aimed for pupils with severe SEN although may occasionally be deemed appropriate under teacher discretion. Phase leader to confirm behaviour and consequence. The school has a statutory duty under the Equality Act (2010) in respect of safeguarding and pupils with special educational needs.

Exclusion

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 incidents

PLEASE NOTE:

In accordance with Section 51A of The Education Act (2002) and regulations made under that section, only the Head Teacher or an acting Head Teacher can exclude a pupil. This is referred to in the Statutory Advice on Exclusions, which is available on line at:

<https://www.go.uk/government/publications/school-exclusion>

Alternative Lunch

All instances which result in a child attending alternative lunch will be logged by the class teacher. The AL will be agreed by a member of SLT. All completed AL documents will be passed onto the SENCO who will review reoccurring behaviors and log the information on Integris to monitor behavior patterns. The data will be reviewed on a regular basis to identify behaviour patterns so that effective strategies can be implemented.

Appendix a

Alternative Lunch Protocol

- AL is for any pupil who has displayed **YELLOW** behaviour from the day before.
- AL is not intended for pupils with SEN.
- AL will take place in a designated room (timetabled between SLT).
- Class Teachers should ensure an “Alternative Lunch Form” has been completed and checked by a phase leader before alternative lunch is given (copies in the staffroom)
- The form should indicate the colour of behaviour and the reason this resulted in the colour being given.
- The tick list on the form should be clearly marked by the class teacher.
- **If agreed, it is the Class Teacher’s responsibility to inform parents / carers that their child will be attending AL the next day.**
- Each Friday a member of staff should photocopy the forms from the week. The office will then input the ‘referral code’ onto Integris to keep track of the behaviour data.
- Pupils will first have their alternative lunch then they will be sent out to eat and finish their lunch time outside.
- A register will be taken and those children in AL will be monitored. In the event of any child repeatedly attending AL, further intervention will be considered.
- The member of staff on duty will spend time with the pupil reflecting upon their behaviour.
- If deemed appropriate, the pupil may also complete some basic skills work.
- If deemed appropriate, the member of staff may allow the pupil to have the last 10 mins of their playtime.
- Pupils will line up with their class in the playground ready to rejoin lessons after lunch.
- **Every pupil starts the next day afresh and is back on green.**