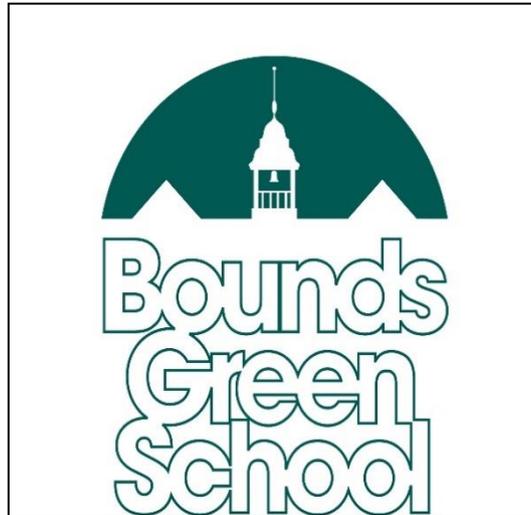


Bounds Green School



Behaviour Policy

Staff Lead	HCB
Governor Responsible	Mark Chapman
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1. Introduction

This policy is for all staff, pupils, parents and carers, governors, visitors and partner agencies working within the school and provides guidelines and procedures as to how our school supports and responds to behaviour.

At Bounds Green we believe that all children have a right to attend school and learn in a safe and secure environment.

We feel that our school vision statement reflects our desire to provide the best education opportunities for our children, because:

- We **challenge** respect and responsibility, individuality and inclusivity, confidence and kindness.
- We **value** each unique child to value themselves and develop self-worth in order to thrive in life.
- We **nurture** every child to be ambitious and achieve success in their learning

Our School values are embedded within our school culture and underpin everything we do but, whilst values are sometimes explicitly expressed, they are more often implicit in the ways we behave ourselves and in the ways we expect others around us to behave. For this reason, it is important to provide clear guidelines for a consistent and coherent approach to behaviour and discipline within the school.

The UN Convention on the Rights of the Child states:

Article 3

The best interests of the child must be a top priority in all our actions.

Article 29

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.

This policy must therefore be implemented in conjunction with:

- Equality Statement
- Attendance Policy
- Safeguarding Policy and Child Protection Policy
- Learning and Teaching Policy
- Anti-bullying policy
- Online Safety & Acceptable Use Policy
- Disability Equality Scheme and Accessibility Plan Principle.

Our behaviour strategy is aimed at improving educational outcomes for all pupils by promoting and supporting their engagement in education. We aim to develop a more positive focus on improving children's engagement, motivation and well-being.

We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. We aim to provide positive everyday experiences so that our children are self-confident and secure, with a strong sense of belonging, and so more likely to reach their full potential.

This policy will also:

- **define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

This policy has been developed through a process of consultation with school staff and Governors. It therefore reflects a common and agreed view of our aims and expectations of behaviour. This document sets out the procedures for rewarding good behaviour and sanctions for inappropriate behaviour.

2. Aims

Our policy is based on choices and consequences and our aims are:

- for every member of the school community to feel valued and respected, and for ALL to be treated fairly, through our positive approach
- To promote good relationships between teachers, teachers and pupils, teachers and parents and local community, recognising differences and developing caring attitudes to others
- To provide an ethos and a safe and secure environment for all our pupils and staff, one in which bullying, discrimination and peer-on-peer abuse – online or face-to-face – are not accepted and are dealt with quickly, consistently and effectively whenever they occur.
- To secure consistently positive attitudes to learning so that pupils are happy and can work and learn together to enable them to experience responsible and independent learning and for each individual to attain their maximum potential. We will have high expectations and endeavour to provide access to high quality resources.
- teach children behaviour that is appropriate to different situations – provide a range intellectual, social, moral, spiritual and physical experiences appropriate to age, ability and individual needs
- raise awareness amongst children of the need to recognise and manage their emotions and reactions
- To help our children make informed and responsible decisions throughout their adult life
- support children whose behaviour within the school environment is challenging or who may find friendship and co-operation difficult
- To have clear routines and expectations of behaviour across the whole school, modelling what is meant by exemplary behaviour and recognising this and rewarding it.

- To be consistent about what is acceptable behaviour, ensuring that all members of the school community work together to apply this consistently and fairly.

3. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

4. Our Standards

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

Golden Rules

1. **Be kind, helpful and gentle**
2. **Be a good communicator**
3. **Do your very best in learning**
4. **Be honest and responsible**
5. **Stay safe and care for people and property**

5. Our Early Years Approach

We require all staff, volunteers and students to use positive strategies for handling any behaviour. In the EYFS, staff will use distraction and positive praise to encourage positive behaviour. Age-appropriate language and reasoning will be modelled and encouraged to develop self-regulation and emotional control. Boundaries and consistency in routine enable children to understand what acceptable behaviour is.

At the start of the school year and with the children's contributions, following in line with the rest of the school's 'Good to be Green' system, Reception devise a list of class rules which are displayed in the classroom for children and staff to refer to. This is referred to regularly, particularly at the start of the academic year. Early Years practitioners model to children how to play in different situations and model language of sharing. There is regular reinforcement of positive learning behaviours (praise, attention, etc) individually and as a class including becoming a 'star sitter' or being rewarded with a marble in the jar. Furthermore, we provide activities where children can express their feelings (puppets, animals, circle time, quiet areas) and carefully choose high quality texts which we share with the children regularly. In addition, in our Friday 'Achievement Assembly', two children from each class are selected to be a 'Star of the week'.

Hurtful behaviour

We take hurtful behaviour very seriously and this is dealt with immediately. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying'. For young children, hurtful behaviour is momentary, spontaneous and often without awareness of the feelings of the person whom they have hurt.

We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them. We help a child to understand the effect that their hurtful behaviour has had on another child. When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together.

If a child demonstrates a poor choice, the code of conduct will be followed which may include a 'Reflection time', where the child will have the opportunity to reflect with an adult and think about how they could have made a better choice. Staff are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.

If children display hurtful behaviour such as hurting another child or member of staff, biting or fighting, EYFS practitioners will take the following steps:

1. Remind the child of the rules of the classroom/outside areas;
2. Ask the child to come and play alongside you (adult to model how to play etc);
3. The child will have some time to reflect for 2 minutes on the carpet, away from other children;
4. The class teacher will speak to the parents;
5. This will be logged in the behaviour folder;
6. If the situation has not been resolved, the class teacher and the Deputy Head teacher will have a pastoral care meeting with the parents.

If these negative behaviours frequently occur, we try to find out the underlying cause - such as a change or upheaval at home, or frequent change of carers. We focus on

ensuring a child's key person or class teacher, is building a strong relationship to provide security to the child.

6. Our Approach KS1 & KS2 – Good to be Green

Rewards and Behaviour Modification Workshops

Bounds Green has developed a positive and restorative approach to whole school discipline. This means that we reward good behaviour and implement sanctions for inappropriate behaviour. This system is designed for the children to strive to be 'Good to be Green'.

6.1 In class

We believe that this approach ensures that pupils learn to expect positive praise and rewards with agreed ways to reward good behaviour for children who are consistently 'good' and fair and consistently applied sanctions when deserved. So pupils can feel good about themselves and the school, we praise and reward children for good behaviour in a variety of ways, eg

- Written comments/ underlines in pink/stamps in children's books
- Verbal feedback, rewards
- Sticker awards
- Public words in front of the class, year group or whole school
- Words of praise and a certificate given out in Celebration Assemblies (star of the Week). An electronic certificate is shared with the parents
- House points
- Responsibility given to a child by the class teacher for commendation
- A visit to a senior member of staff
- Positive messages/notes home to parents
- Bronze, silver and gold cards towards a gold scroll (see Appendix 1)
- Positive comments during sports events
- Positive feedback during Parents' Evenings and School reports

6.2 The Good to be Green Behaviour Chart

We have a 'Good to be Green Behaviour Chart, on prominent display in each classroom throughout the school. Each child has a pocket with their Good to be Green card in it, clearly labelled with their name and the name of the 'House' they belong to (Aire, Aqua, Fuego or Tierra). At the beginning of each day the children start off on a 'green' card, because it is good to be green. Staff move the children from green up to bronze, silver and gold cards, as well as down to blue, amber and red.

Each child is treated as an individual and reasons for rewards and sanctions are age and ability appropriate.

6.3 House Points (see Appendix 1)

Each child belongs to one of four 'houses'. The houses are Aire, Aqua, Fuego and Tierra (the four elements in Spanish).

Children can earn house points for their house for numerous reasons, these may include:

- Politeness
- Kindness to others
- Courtesy
- Good attitude to learning
- Excellent presentation
- Good work
- Moving up a colour on the Good to be Green Chart
- Effort
- Appreciation
- Displaying a good character
- For being a good friend

On Fridays, there will be a celebration assembly which is designed to provide opportunities for all staff to acknowledge the following (but not limited):

- Excellent achievements in a child's learning, including efforts made for the excellent outcomes
- Outstanding behaviours
- Contributions to the life of the class or the school community
- Appreciation rewards
- Awards for character traits
- For being a 'Good Friend'

At Bounds Green we believe in sharing pupil's success with parents so we send home an electronic copy of the Star of the Week Certificate, and Gold Scrolls. Over the course of an academic year each pupil will strive to receive a reward in a celebration assembly.

6.4 Consequences & Sanctions & Amber Cards

All staff will strive to avoid confrontation and defuse situations wherever possible by talking to pupils in a calm, but fair manner, using restorative language. In cases when the Bounds Green Golden Rules are broken a series of sanctions will be applied. It is the responsibility of the member of staff who is involved, witnesses or experiences the break in standards to issue the sanction (See Appendix 2).

1. Look/check behaviour (saying name, reminding of expectations etc).
2. Verbal warning (recorded by moving a pupil from green to **blue**, with an explanation as to why).

6.5 Amber cards - Reflection Time

These could be handed out for low level disruption after a blue warning. Our aim is to enable all children to learn to the best of their ability and not allow low level disruption to prevent this. According to the 'Below the Radar' report published by Ofsted, low level disruption may include:

- Swinging on a chair
- Repeatedly tapping a pencil

- Shouting out
- Making unnecessary noises
- Work avoidance
- Inappropriate verbal response
- Anything which interferes with the 'flow' of the lesson

Children who receive the **amber warning card** will be referred to the **Phase Leads** and their names will be recorded in an 'Amber Monitoring Book'. Children will be expected discuss their behaviours, and have the opportunity to reflect and be heard by their class teachers and Phase Leads.

If you are in the book:	
Once	Time out of class. Spend 5 minutes in another class
Twice	Time out of class. Spend 5 minutes in another class. Teacher contacts your parents/carers
Thrice (3 times)	Go to the Lunchtime Workshop with SLT. SLT will contact your parents/carers

6.6 Red cards, Lunchtime Behaviour Workshops and Takeaways

One way to help our children actually learn and take away meaning from their mistakes is through a **Lunchtime Behaviour Workshop**. Members of the SLT will meet with children one day per week during their lunchtime.

Children who will attend this workshop will be those who receive

red cards.

On the day of the workshop those children will have **lunch at 12.15 and will start their workshop by 12.30.**

The workshops will focus on a particular **character development issue** (see additional notes) or developing a **growth mindset**,

During the workshop children will be involved in discussions lead by the staff member. The children may discuss or act out different scenarios and have time to write the 'takeaway' they wish to act upon.

These workshops should lead to deep discussions about issues the children are genuinely struggling with. They also help the children develop a relationship with the SLT member. Also, by attending a workshop, a child is missing their lunch break, which is something no child really wants to do. The idea is that this time is constructive and children benefit from it. Parents will be informed either in person or telephone.

Staff will inform the Senior Leadership Team of children on **red** cards by recording the behaviours on a red form (see Appendix 3

5. Staff may also ask children to have some 'time out' in a partner class until the end of the session with work (no child should be left in an unsupervised area) can be given to help to pupil manage their behaviour choices.

6. In an emergency, a telephone call to a member of leadership team, who will deal with the situation accordingly.

6.7 Good to be Green Outside Class & Playground

This system can be used when children are moving around the school and when in the playground.

Lunchtime – all adults are responsible for engaging with the children through play and conversation. They will address 'tensions' before they result in incidents and appropriately follow the Good to be Green approach. All significant incidents must be reported to the class teacher, who will record this in the Behaviour File. Serious incidents will be referred to the SLT.

7. Severe Behaviour

Severe behavioural issues must be reported to a member of the Leadership Team who will deal with the incident. Severe behaviour can include, but is not limited to:

- Inappropriate/dangerous items being brought onto school premises
- Racist abuse
- Bullying
- Physical assault
- Homophobic abuse
- Peer-on-peer abuse
- Theft
- Damage to property
- Persistent disruption to learning

All incidents will be recorded. In the case of bullying and prejudice related incidents, an Anti-bullying and PRI form will also be used to record the incident, which will then be resolved in accordance to the corresponding policies.

8. Vulnerable Groups

It is recognised that some children need a more individual approach to independently display positive behaviour. To do this we offer the following approaches:

- Time out opportunities
- Modified timetable
- Social skills groups
- Targeted interventions
- Learning Mentor Team

9. Responding to challenging behaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of challenging behaviours arise, we will consider them in relation to a pupil's SEND, although we recognise that not every challenging behaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with challenging behaviours from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

We could use one or a combination of the examples below to anticipate and remove triggers of misbehaviour:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairments to sit in sight of the teacher
- Training for staff in understanding SEND needs (eg Autism training)
- Use of sensory zones or nurture rooms where pupils can regulate emotions during a moment of sensory overload

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Was the pupil unable to understand the rule or instruction?
- Was the pupil unable to act differently at the time as a result of their SEND?
- Is the pupil likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's Inclusion Manager may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

9.4 Pupils with an education, health and care plan (EHCP)

The provisions set out in the EHCP must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHCP it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHCP.

10. Further Supportive Measures

10.1 Restorative Justice and Restorative Practices

Restorative practices including language will be used throughout the school as it is important to understand the antecedents, behaviour and consequences (ABC) of any behavioural action and address this. In this way pupils are more likely to be successful in not repeating unacceptable behaviour. This is the basis of behaviour management for The Early Years classes where GTBG policy is not followed. The reasoning behind this is at this early stage in their education, the school takes on the responsibility of teaching the pupils social interaction and how to follow good behaviour. The use of restorative practices helps to:

- reduce violence and bullying
- improve behaviour
- strengthen civil society
- provide effective leadership
- restore relationships
- repair harm

10.2 Personal Behaviour Plan

This is a structured plan to gain a clearer understand of a child's behaviour when it is agreed a more focused approach is needed to support the child to make positive changes to their behaviour. This involves completing a close monitoring of a child's behaviour throughout the school week. This gives detail on an individual's strengths and areas for development. This plan will be implemented and monitored by the class teacher on a daily basis. It will be

reviewed on a weekly basis by the class teacher and pupil in liaison with a member of the Senior Leadership Team. The plan may be signed by the parent each evening acknowledging the child's behaviour of that day. The child will be removed from the plan when they have a success rate of 90% over an agreed period. The Plan will be reviewed and all involved will talk about the progress the child has made with the view of coming off the plan. However, if they have not shown any progress by the end of the agreed period to change their behaviour, a referral for more specialised support is considered by the class teacher and Deputy Head or the Inclusion Manager.

10.3 Learning Mentor & SEND Support

Learning Mentor in liaison with the Inclusion Manager, The Deputy Head, the class teacher and parents may set up a programme to support children with social, emotional and mental health (SEMH) needs which hinder their ability to access the curriculum in a whole class situation. Support is tailored to the needs of the pupil and usually takes place over a short intensive period. The process of re-integration back into class is then carefully managed to support the pupils. This is an area where a child may have a short time to calm down and reflect on a situation in order for them to be able to reintegrate back into the class or activity when it is deemed appropriate. This is also an area where behaviour or SEMH interventions may take place when necessary. Outside agencies may get involved depending on the severity of the SEMH.

10.4 Reflection Time

Where the situation persists beyond a red card the pupil may be given an isolated reflection time where they work away from their peers for the remainder of the session or day, alongside a Learning Mentor. Restorative practices will take place with a view to allowing empathy and good behaviour choices to develop. Following this, pupils will be expected to complete the class work assigned for that day to ensure they do not fall behind. For KS1 reflection time will last for a short period (up to an hour) for KS2 it could be a whole morning or afternoon (3 hours).

10.5 Internal Suspension

Three reflection times may result in an in-school isolated day (internal suspension day) There is a maximum of three isolated days in any six-week period (excluding holidays); any incidents beyond this may result in a fixed term suspension.

11. Fixed Term and Permanent Suspensions

Fixed term or permanent suspensions will only be used as a last resort. It will be used where there is a serious breach of the school's behaviour policy and where allowing a pupil to remain in school would seriously harm the education or welfare of the pupil or others in school.

11.1 Suspensions

After the implementation of a personal behaviour support plan and a period of monitoring, or following 3 isolated days, then suspension procedures may commence in accordance with the DfE Suspension from maintained schools, academies and pupil referral units in

England, statutory guidance 2017. In light of a serious incident at school that results in a person being hurt; damage to school property or disruption to the teaching and learning of other pupil's, the sanctions in the behaviour policy will be escalated immediately the child may receive a fixed term/ or permanent suspension at the discretion of the Head teacher. Only the Head teacher (or an acting Head teacher) has the power to exclude a pupil from school. The Head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head teacher may also exclude a pupil permanently. It is also possible for the Head teacher to convert a fixed-term suspension into a permanent suspension, if the circumstances warrant this. If the Head teacher excludes a pupil, s/he informs the parents without delay giving reasons for the suspension. At the same time, the Head teacher makes it clear to the parents that they can, if they wish appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Head teacher must, without delay, notify the governing body and the local authority of:

- a permanent suspension (including where a fixed period suspension is made permanent)
- suspensions which would result in the pupil being excluded for more than five school days (or more than ten lunchtimes) in a term;
- suspensions which would result in the pupil missing a public examination or national curriculum test.

For all other suspensions the Head teacher must notify the local authority and governing body once a term.

In the case of a fixed period suspension which does not bring the pupil's total number of days of suspension to more than five in a term, the governing body must consider any representations made by parents, but it cannot direct reinstatement and is not required to arrange a meeting with parents. The governing body itself cannot either exclude a pupil or extend the suspension period made by the Head teacher.

11.2 Lunch-Time Suspensions

Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. In such cases the legal requirements in relation to suspension, such as the Head teacher's duty to notify parents still apply. Lunchtime suspensions are counted as a half a school day for statistical purposes and in determining whether a governing body meeting is triggered.

11.3 Re-integration Meetings

Following a major infringement of the behaviour policy or a fixed term suspension, the child, with their parents/guardians will attend a re-integration meeting upon returning to school and a Pastoral Support Plan will be put in place to support the pupil.

12. Positive Behaviour Support Plans (PBSP)

Where there are more serious behavioural concerns, the school, in conjunction with the pupil, parents or carers of the pupil and outside agencies eg: Educational Psychologist and Behavioural Support, will work together to draw up a PBSP. This will run for at least but not confined to 8 weeks addressing the pupil's behaviour through a detailed action plan. It will be reviewed at regular intervals (as agreed at the initial meeting) with those concerned to discuss progress and may be extended if required.

From this a Behaviour Plan for use in the classroom is drawn up to help the pupil with their future behaviour. This is a positive behaviour plan. Comments for every lesson and playtime are made and the pupil can also collect points/rewards on their behaviour plan. The behaviour plan is shown to parents to read and sign. The frequency of this is personalised for each pupil.

The behaviour plan will run for two weeks after which time staff and parents will decide whether to resume normal monitoring or continue.

Dependent on the behaviour shown, if necessary the matter can be referred to the Learning Mentor in order to engage with and support the family. If external agencies have worked with the school and the pupil, and the pupil continues to misbehave, the school would then consider a permanent suspension.

It is also good practice to engage with a PSP Programme before any suspensions are implemented, in the hope that any fixed or permanent measures are avoided.

13. External Support Agencies

We have a strong working relationship with a number of educational and health agencies who can give additional input where it is deemed necessary to review a child's behaviour. This is undertaken with permission from parents/guardians.

14. Off Site Behaviour

It is expected that Bounds Green pupils will uphold the good reputation of the school when walking to and from school or on a visit with a school group.

The Head Teacher has the right to discipline pupils beyond the school gate when non-criminal negative behaviour or bullying occurs anywhere off site and is witnessed by a member of staff or reported to the school.

The Head Teacher in dealing with the incident outside school will consider the following:

- If the misbehaviour has repercussions for the orderly running of the school.
- If the misbehaviour poses as a threat to another pupil, staff member or member of the public.
- If the misbehaviour could adversely affect the reputation of the school.

The Head Teacher will also consider and notify the police or anti-social behaviour co-ordinator in their local area of the actions taken against the pupil, if they feel it is appropriate. If the Head Teacher feels the misbehaviour is linked to the child suffering, then the school's safeguarding policy will be followed.

15. Misconduct of Parents on School Site

In the event of a parent displaying misconduct on school property the Head Teacher will notify the parent with a written warning about the behaviour, or in a serious breach of misconduct, withdraw their permission to be on school premises under Section 547 of the 1996 Education Act.

16. Misconduct of Staff Members

In the event of a staff member being accused of misconduct the Head Teacher will follow the guidance and advice detailed within the Haringey agreed Disciplinary Procedures, and advice from Haringey HR will be sought and followed.

17. Use of Reasonable Force

The school reserves the right to use reasonable force with a pupil should the need arise. This will be undertaken in line with the school's Touch and the Use of Restrictive Physical Intervention Policy and Guidance.

18. Screening and Searching Pupils

Screening and Searching Pupils and dangerous weapons should the need arise. This will be done respectfully and in accordance with the [DfE Searching, Screening and Confiscation advice 2018](#).

When a pupil is searched at least two members of staff will be present. Pupils will be searched by a staff member of the same sex. Parents will be notified that their son/daughter has been searched and the reasons as to why this was undertaken.

19. Prejudicial and Child-on-Child Abuse

This behaviour is not tolerated at Bounds Green School. Such occurrences will be dealt with in line with the school's Child Protection and Safeguarding Policy. Racist incidents will be recorded and reported to the local Authority.

20. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful

- Repeated, often over a period of time
- Difficult to defend against.

Bullying can be emotional, physical, racial, sexual, direct or indirect verbal and cyber-bullying (See Appendix 4). Details of our school's approach to preventing and addressing bullying are set out in our Anti-bullying policy.

21. Roles, Rights and Responsibilities

The Head Teacher and the Governors have overall responsibility for the implementation of the school's Behaviour Policy. However, everyone in the school community has roles, rights and responsibilities to ensure that Bounds Green School is a safe place to work, learn and play.

21.1 The Role of the Governors

The Governing Body is responsible for reviewing and approving the written guidelines of behaviour principles support the Head Teacher in carrying out these guidelines. The Governing Body will also review this behaviour Policy in conjunction with the Head Teacher and monitor the policy's effectiveness, holding the Head Teacher to account for its implementation.

21.2 The Role of the Head Teacher

The Head Teacher is responsible for reviewing this Behaviour Policy in conjunction with the Governing body and to implement this policy consistently throughout the school. The Head Teacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently. The Head Teacher has the responsibility for giving fixed-term exclusions to individual pupils for major infringements of misbehaviour. For repeated or very serious breaches of the school's behaviour policy the Head Teacher may permanently exclude a pupil.

21.3 The Role of the Staff

Staff at Bounds Green School have the right to teach and work in a safe and supportive environment. The class teacher has overall responsibility for all pupils in their classes during the teaching school day. All adults who have contact with children reinforce school expectations and are responsible for implementing and promoting the Behaviour Policy. **All staff should act as role models to achieve the Bounds Green Golden Rules.**

At the start of every school year pupils in each class, in discussion with the class teacher, decide on their class rules based on the '5 Golden Rules' which are then displayed in a charter on the classroom wall as a constant reminder to the children. The rules relating to expected behaviour – Good to be Green - are displayed in every class and referred to on a

regular basis so that all pupils know what is expected of them and have ownership of the rules. All pupils are involved in lessons in PSHE (Personal Social, Health Education) and circle time. During this time relevant issues are discussed to promote good relationships between all pupils and adults.

It is the class teacher's responsibility to ensure that the school rules are followed in their class, and that their class behaves in a responsible manner during lesson time, by taking a proactive approach in supporting pupils with their behaviour. The class teachers and teaching assistants in our school have high expectations of the children in terms of behaviour and they strive to ensure that all pupils work to the best of their ability through a personalised learning approach and based on specific behavioural needs of particular pupils. Staff will treat each pupil fairly and with respect and understanding. A restorative approach is taken to find out the root cause of chosen pupil behaviour in order to correct it together.

If a child's behaviour is not meeting the expectations of the positive behaviour expected at Bounds Green School, the class teacher will follow the Good to be Green guidance, recording the incident. It is an expectation that a pupil will quickly return to Green when s/he resumes following the behaviour rules. Moving to a red card should be a rare occurrence. However, in such circumstances the member of staff dealing such behaviour must record the behaviour incident on a 'red detention form' (Appendix 3) and report this to the class teacher where necessary. The class teacher has the responsibility of contacting the parent or guardian to discuss the behaviour incident, ensuring the pupil has attended a playtime detention with the SLT and that when this has taken place, the issue is recorded as resolved. The class teacher will liaise with the school Deputy Head, Inclusion Manager and external agencies, as necessary, to support and guide the progress of each child.

21.4 The Role of the Parent/Carers/Guardians

Parents/Carers/ Guardians have the right to know that their children work, learn and play in a safe and supportive environment. The school works collaboratively with parents, so pupils receive consistent messages about how to behave at school and adhere to the school's behaviour policy. We expect the parent/carer/guardian to inform the school of any changes in circumstances that may affect their child's behaviour and to discuss any behavioural concerns with the class teacher promptly. In this way Bounds Green School builds a supportive dialogue between home and school and we inform parents/carers/guardians as soon as possible if we have concerns about their child's welfare or behaviour.

If the school has to use sanctions due to poor behaviour, parents/carers /guardian should support the actions of the school. If parents/careers/ guardians 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 Deputy Head, then the Head Teacher. If still not satisfied the Chair of Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

21.5 The Role of the Pupil

Pupils have the right to work, learn and play in a safe and supportive environment. They are expected to follow the school rules and act in accordance with the Home School Agreement. Pupils are expected to show good manners and be polite at all times, behaving in an orderly and self-controlled way. They should show respect to members of staff and each other and in class make it possible for all pupils to learn. Pupils are expected to move quietly around the school and treat the school buildings and school property with respect. They are required to wear appropriate clothes for school at all times. Pupils are encouraged to have a clear understanding that all behaviours have consequences in terms of rewards and sanctions and refrain from behaving in a way that brings the school into disrepute, including when outside school.

22. Behaviour Management in the Classroom

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged.
- Endeavour to ensure learning activities are matched to children's abilities and keep this under consideration.
- Display the Good to be Green rules and their own classroom rules.
- Develop a positive relationship with pupils with may include:
 - Greeting pupils in the morning
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

23. Pupil Support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's Inclusion Manager will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

24. Pupil Transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

25. Monitoring and Evaluation

All behaviour is monitored by staff and rewards and sanctions applied accordingly. If behaviour is deemed to warrant a red card, this incident will be recorded centrally by the SLT to provide a central record of serious incidents. This is then transferred onto the School's Comms System.

Behaviour and attendance are audited on a half termly basis. This audit leads to the identification of targeted training and intervention for staff and pupils to address any priorities in the policy application.

Appendix 1

The 'Good to be Green' System:

How it works:

- In the class there is a prominent 'Good to be Green' 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 individual choices about their behaviour they are celebrated by inserting a bronze, then silver, then gold card.
- If children make negative individual choices they are warned by inserting a blue, then amber, then red card.
- This system allows children to reflect on their actions, attitudes, behaviours and if behaviours change (e.g. to become more positive) then they can move back towards green (and then towards gold).

Rewards

Individual

The following colours are positive reinforcements:

GREEN	BRONZE	SILVER	GOLD
Following all the school rules. <ul style="list-style-type: none"> • Engaged in lessons and work • Sharing • Good manners • Following Steps to Success • Good input during carpet sessions • Answering questions 	Consistently showing Green behaviour throughout the day. <ul style="list-style-type: none"> • Making numerous contributions to class discussions. • Producing a good piece of work and persevering. • Being a good role model in class • Making good choices. • Showing good problem solving skills • Being kind • Being helpful to others • Good eye contact with the listener. • Engaged in group work. • Settling down to work quickly. • Excellent presentation. • Lots of extra reading 	Consistent good choices/acts of kindness when already on Bronze. <ul style="list-style-type: none"> • Outstanding work and effort. • Consistently producing good work and working hard. • Risk taking in order to challenge 	Consistently behaving well over a longer period of time. For producing excellent work of a high standard.

In addition, when a child achieves 'Gold', the teacher will make a note of this and this will be passed on to the Deputy Head Teacher who will add the name to the GOLD BOOK.

With every 3 GOLD CARDS the child receives, they are presented with a GOLD SCROLL and a prize. They start with a G2BG badge and work their way through to a PRIVELEGE CARD

Whole class Achievements

Each class will have a 'house' to place their house point tokens in. The tokens are colour coordinates as follows:

Aire – yellow tokens

Agua – blue tokens

Fuego – red tokens

Tierra – green tokens

The class will work together towards a whole class reward through collecting these tokens. At the end of each week each class will be asked to count up their token and place them in the joint house tubes displayed in the reception foyer of the school.

And now to celebrate

At the end of each term, the children in the house with the highest house points total enjoy a special treat to celebrate their hard work.

The house that collects the most house points over the term will be announced as the winners and will win a '**Colours Day**'. This is where the children of the school, not just the winning house will dress in the house colour for the day. The whole school will be celebrating the winners. This of course, is voluntary. There will be no pressure, put on any child but we will do our best to promote this celebration.

The house with the most counters will be announced as the winners

Appendix 2

Consequences

- Staff use least intrusive skills to redirect behaviour.
- If staff decide to move a child's name to the blue, yellow or red card they must be clear with the pupil what they are doing, and what the pupil can do to change this decision.
- At least one warning is **always** provided for pupils in between each stage.
- Teachers and other staff constantly help pupils make the right choices to move their card back on green and beyond.

The following colours are consequences:

Colour	Examples of behaviours	Consequences
 blue	<ul style="list-style-type: none"> - Distracting, making noises, whispering, giggling, fiddling with equipment etc. - Not sitting on chair properly, tipping chairs - not listening to speaker, to calling out, taking too long to settle, talking during learning, - moving from seat or carpet space, sitting inappropriately, - staring around, - not following instructions - movement around the school (running) 	<p>WARNING If behaviour improves goes back on green.</p>
 amber	<ul style="list-style-type: none"> - repetitive low level behaviour (see above) - misuse and minor damage of equipment i.e. throwing a pencil - low level verbal comments directed at others, - laughing at others, making others feel uncomfortable, - tutting, rolling eyes - non completion of work through lack of concentration, - doodling on paper or whiteboards - defacing books and other school equipment, - ignoring adult, - answering back - being unsafe without thinking 	<p>WARNING This provides the opportunity for a pupil to start making the right choices so they can move back to green.</p> <p>If a child displays this type of behaviour, they will be referred to the Phase Lead and their name is recorded in a book for monitoring purposes.</p> <p>With the help of the class teacher and the Phase Lead, the child will discuss opportunities to move back to green.</p>
 red	<ul style="list-style-type: none"> - continuation of all amber behaviour - swearing/cursing directed at peer or adult - verbal taunting or bullying (hurting someone physically and/or emotionally) - hitting - spitting - throwing equipment in anger - total disregard for adult - defiance - intent - deliberately harming the environment 	<p>CONSEQUENCE If a child displays this type of behaviour, they will be attending a Lunchtime Behaviour Workshop, where they will have time reflect on their behaviour and with the help of the SLT on duty, will discuss opportunities to move back to green. Children's names will be recorded on tracking sheet. Staff are looking for opportunities to move pupil back to green. On successful completion of reflection time the pupil moves back to amber and beyond.</p>

<p>Further consequences</p>	<ul style="list-style-type: none"> - Physical or verbal aggression towards peer or adult - racism, homophobia 	<p>Leadership team involvement: The child will be sent to the head/deputy head. The child's name will be recorded in the 'Behaviour File', kept by the class teacher.</p> <p>Pupil behaviour will be discussed (with the pupil) with a view to one of three outcomes.</p> <ol style="list-style-type: none"> 1) Reflection Time with SLT. Pupils think of strategies to repair the situation and reports back to deputy head at the end of the day. Pupils return to class to aim to get back on green. 2) Phone call or letter home. Parents/carers are informed of the situation, steps required for improvement and next steps if there is no improvement in pupil behaviour. 3) Parent/Carer Meeting This may include reviewing and developing an Individual Behaviour Plan. <p>Once the child has returned to class they have a fresh start, but they stay on red and must work their way back to green</p> <p>Whilst the school aims for a consistent approach in delivering consequences the intention, context and severity of the incident will be taken into account when delivering further consequences.</p>
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Appendix 3 Incident/Behaviour Workshop Form

Name of Child: _____ Class: _____

Given by: _____ Date: _____

TIME BEHAVIOUR OCCURRED		Tick
AM break	AM BK	
AM lessons	AL	
Before school	BS Hrs	
Between lessons	Bet L	
Lunch	Lun	
PM lessons	PL	
End of school day/ after school	ENDS	

LOCATION/WHERE the behaviours happened		Tick
To and from school	TFS	
Playground	PLYGD	
Trips	TR	
Singing	SI	
Drumming	DR	
Spanish	Spa	
Toilets	WC	
Art	Art	
In corridor	INCOR	
In reception/office area	REC	
In the dinner hall	Dinner	
Classroom	Cls	
At the swimming pool	Swim	

Anything you want SLT to know:

TYPES OF BEHAVIOURS		Tick
Accident	ac	
Assault	ap	
Bullying	bull/bu	
Sexual Harassment/bullying	sex	
Damage to property/equipment	dp/eq	
Defiant	df	
Disruptive behaviour	dr/disr/db	
Fighting	ft	
Homework	hw	
Not completing work	iw	
Lateness	plas	
Racist incident	raci	
Theft	th	
Inappropriately dressed <small>(jewellery, nail varnish, shoes, forgetting PE, swimming kit)</small>	uj	
Verbal abuse	vp	
Verbal abuse to adult	vt	
Code of conduct not completed	cc	

HOW WAS IT DEALT WITH? (circle appropriate ones)			
Kept in by class teacher/other adult	Referred to SLT immediately	Spoken apology	Cooling off period
Parents/carers informed	Written apology	Discussed with pupil	Spoken to all involved
Spoken to SMSA	Spoken to previous teacher	Referred to Phase Lead	Lunchtime Behaviour Workshop

TYPES OF BEHAVIOURS KEY	
Accident	ac
Assault	ap
Bullying	bull/bu
Damage to property/equipment	dp/eq
Defiant	df
Disruptive behaviour	dr/disr/db
Fighting	ft
Homework	hw
Not completing work	iw
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Racist incident	raci
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Inappropriately dressed (jewellery, nail varnish, shoes, forgetting PE, swimming kit)	uj
Verbal abuse	vp
Verbal abuse to adult	vt
Code of conduct nit completed	cc
TIME BEHAVIOUR OCCURRED	
AM break	AM BK
AM lessons	AL
Before school	BS Hrs
Between lessons	Bet L
Lunch	Lun
PM lessons	PL
End of school day/ after school	ENDS
Location/Where the behaviours happened	
To and from school	TFS
Playground	PLYGD
Trips	TR
Singing	SI
Drumming	DR
Spanish	Spa
Toilets	WC
Art	Art
In corridor	INCOR
In reception/office area	REC
In the dinner hall	Dinner
Classroom	Cls
At the swimming pool	Swim

Appendix 4

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites