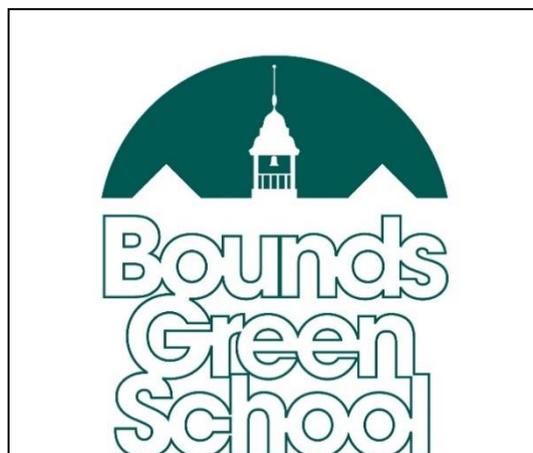


# Bounds Green School



## ***Behaviour Policy***

<b>Staff Lead</b>	<b>HCB</b>
<b>Governor Responsible</b>	<b>Mark Chapman</b>
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<b>Approved/Signed</b>	

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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.

We recognise that the values we promote within the school play an important part in the spiritual, moral and social development of our children.

These values include: care, respect and concern for oneself and others, care and respect for property and for the environment. 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 and diversity policy
- Attendance Policy
- Safeguarding Policy and Child Protection Policy
- Learning and Teaching Policy
- Anti-bullying policy
- Anti-Cyber Bullying Policy
- Touch and the Use of Restrictive Physical Intervention (Use of Reasonable Force Policy)
- Racist Incident Reporting Policy
- Disability Equality Scheme and Accessibility Plan Principle.
- Section 89 of the Education and Inspections Act 2006

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 a 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 Approach KS1 & KS2 – Good to be Green

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'.

## 5.1 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 give a range of rewards for good behaviour, example of which are listed (but not limited) below:

- Verbal rewards
- Stickers
- Positive messages/notes home to parents
- Star of the week
- House points
- Bronze, silver and gold cards towards a gold scroll (See Appendix 1 for more detail)

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
- Outstanding or sustained improved behaviours
- Contributions to the life of the class or the school community

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.

## 5.2 Consequences & Sanctions

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).
3. **Yellow** card warning (recorded by moving a pupil to yellow on the Good to be Green chart followed by 5 minute restorative justice session at the next natural break with the member of staff issuing the sanction, explaining the behaviour seen and why it doesn't meet the Bounds Green Standard).
4. **Red** card (recorded by a red card on the Good to be Green chart and further recorded on a red form (see Appendix 3). The person giving the red card will discuss the behaviour seen with the pupil, which has led to the red card. This is followed by a playtime detention with a member of the Senior Leadership Team. Depending on the behaviour, parents will be informed either in person or telephone).

5. 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

### **5.3 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.

## **6. 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.

## **7. 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

## **8. Further Supportive Measures**

### **8.1 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

### **8.2 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 a 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.

### **8.3 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.

#### **8.4 Isolation Reflection Time (IRT)**

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 an IRT will last for a short period (an hour) for KS2 it could be a whole morning or afternoon (3 hours).

#### **8.5 Isolation Day (Internal Exclusion)**

Three isolated reflection times (IRTs) may result in an in-school isolated day (internal exclusion 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 exclusion.

### **9. Fixed Term and Permanent Exclusions**

**Fixed term or permanent exclusions 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.**

#### **9.1 Exclusions**

After the implementation of a personal behaviour support plan and a period of monitoring, or following 3 isolated days, then exclusion procedures may commence in accordance with the DfE Exclusion 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 exclusion 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 exclusion into a permanent exclusion, if the circumstances warrant this. If the Head teacher excludes a pupil, s/he informs the parents without delay giving reasons for the exclusion. 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 exclusion (including where a fixed period exclusion is made permanent)

- exclusions which would result in the pupil being excluded for more than five school days (or more than ten lunchtimes) in a term;
- exclusions which would result in the pupil missing a public examination or national curriculum test.

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

In the case of a fixed period exclusion which does not bring the pupil's total number of days of exclusion 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 exclusion period made by the Head teacher.

## **9.2 Lunch-Time Exclusions**

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 exclusion, such as the Head teacher's duty to notify parents still apply. Lunchtime exclusions are counted as a half a school day for statistical purposes and in determining whether a governing body meeting is triggered.

## **9.3 Re-integration Meetings**

Following a major infringement of the behaviour policy or a fixed term exclusion, 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.

## **10. Pastoral Support Plans (PSPs)**

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 PSP. 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 exclusion.

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

## **11. 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.

## **12. 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.

## **13. 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.

## **14. 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.

## **15. 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.

## **16. 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.

## **17. Prejudicial and Peer-on-Peer 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.

## **18. 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.

## **19. 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.

### **19.1 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.

### **19.2 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.

### **19.3 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.

#### **19.4 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.

#### **19.5 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.

### **20. 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

## **21. 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.

## **22. 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.

## **23. 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:



**1 point** is converted to a 'house point' and placed on charts



**2 points** are converted to 'house points' and are placed on charts



**3 points** are converted to 'house points' and are placed on charts



**4 points** are converted to 'house points' and are placed on charts

**In addition, when a child achieves 'Gold', the teacher will send the child to the Deputy Head teacher and his/her name will be recorded in the GOLD BOOK and read out in assembly. Also a 'Gold Note' will be sent home.**

**If this happens 3 times in a half term the child will be presented with a certificate and a prize in Friday's Celebration Assembly.**

#### Whole Class

The class will work together towards a whole class reward through collecting green points. These points will be rewarded if the pupil is still on green at the end of each day. Points can

also be collected from staff outside the classroom (e.g. SMSAs, TAs). If the class reaches the whole class total they will have a reward. Green rewards may include; special activities, outside playtime, classroom games.

### **Whole School**

- Certificates in Friday Celebration Assembly
- House points – we have 4 houses which are named after elements (in Spanish, linked to MfL)

**Tierra** (Earth)

**Agua** (Water)

**Fuego** (Fire)

**Aire** (Air)

Each child is a member of a house and is encouraged to earn house points. These points are added up each week and the winning house receives a trophy, at the end of each term.

## 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
 <p>blue</p>	<ul style="list-style-type: none"> <li>- Distracting, making noises, whispering, giggling, fiddling with equipment etc.</li> <li>- Not sitting on chair properly, tipping chairs</li> <li>- not listening to speaker, to calling out, taking too long to settle, talking during learning,</li> <li>- moving from seat or carpet space, sitting inappropriately,</li> <li>- staring around,</li> <li>- not following instructions</li> <li>- movement around the school (running)</li> </ul>	<p><b>WARNING</b></p> <p>If behaviour improves goes back on green.</p>
 <p>ambe</p>	<ul style="list-style-type: none"> <li>- repetitive low level behaviour (see above)</li> <li>- misuse and minor damage of equipment i.e. throwing a pencil</li> <li>- low level verbal comments directed at others,</li> <li>- laughing at others, making others feel uncomfortable,</li> <li>- tutting, rolling eyes</li> <li>- non completion of work through lack of concentration,</li> <li>- doodling on paper or whiteboards</li> <li>- defacing books and other school equipment,</li> <li>- ignoring adult,</li> <li>- answering back</li> <li>- being unsafe without thinking</li> </ul>	<p><b>WARNING</b></p> <p>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, s/he <b>will stay for in-class detention with the class teacher.</b></p> <p>The child's name will be recorded in the <b>Sanctions &amp; Punishment Book</b>. If a child's name appears in this book <b>3 times in one week</b>, the <b>child will be sent to detention class.</b></p> <p>If they attend a detention class they will have a further 15 mins to reflect on their behaviour and with the help of the teacher on duty, will discuss opportunities to move back to green.</p>
 <p>red</p>	<ul style="list-style-type: none"> <li>- continuation of all amber behaviour</li> <li>- swearing/cursing directed at peer or adult</li> <li>- verbal taunting or bullying (hurting someone physically and/or emotionally)</li> <li>- hitting</li> <li>- spitting</li> <li>- throwing equipment in anger</li> <li>- total disregard for adult</li> <li>- defiance</li> <li>- intent</li> <li>- deliberately harming the environment</li> </ul>	<p><b>CONSEQUENCE</b></p> <p>If a child displays this type of behaviour, s/he <b>will be sent to detention</b>, where they will have a further 15 mins to reflect on their behaviour and with the help of the teacher on duty, will discuss opportunities to move back to green.</p> <p>Children will be asked to have 'Reflection Time' in the classroom for up to 10 minutes.</p> <p>Pupils will move to the reflection area and may use a timer.</p> <p>Recorded on <b>tracking sheet.</b></p> <p>Staff are looking for opportunities to move pupil back to green.</p> <p>On successful completion of Refection Time the pupil moves back to amber and beyond.</p>

<p>Further consequences</p>	<ul style="list-style-type: none"> <li>- Physical or verbal aggression towards peer or adult</li> <li>- racism, homophobia</li> </ul>	<p><b>Leadership team involvement:</b></p> <p>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"> <li>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.</li> <li>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.</li> <li>3) Parent/Carer Meeting This may include reviewing and developing an Individual Behaviour Plan.</li> </ol> <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** Detention Request Form (printed on red paper)

Name of Child: \_\_\_\_\_ Class: \_\_\_\_\_ Sent by: \_\_\_\_\_ Date: \_\_\_\_\_

i-I 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	

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

Anything you want the teacher on detention to know:

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

## 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