



Newall Green Primary School
"Aiming High to Reach Our Goals"



Newall Green Primary School

Behaviour Policy 2016



Newall Green Primary School

'We are one'

At Newall Green Primary School we aim for our pupils to become independent learners, motivated by their natural curiosity about the world in which they live in. We want them to enjoy life and be happy and aim to achieve this through the teaching of our 6 peace commitments:

- We love
- We are compassionate
 - We respect
 - We are patient
 - We are tolerant
 - We forgive.

We believe that our pupils have the right to learn in a safe environment and believe they should feel and be safe at all times. To enable this to happen we work together with all members of the school community, children, staff, parents/carers and governors to promote our peace mala promise;

'To treat others as you would wish them to treat you!'

Expectations:

We understand that our pupils happiness requires the presence of positive relationships. Teachers and pupil relationships must be built on mutual respect and trust in the same way that we expect that pupils relationships with peers must be built upon respect, trust, friendship and tolerance for each others wishes. At Newall Green Primary we believe in the power of positive and frequent praise for good and caring behaviour as a more effective way of improving standards and relationships between individuals than constant criticism.

Adults within the school environment have a duty to provide positive role models in all areas of behaviour, including non-teaching staff and visitors to the school. Older pupils are encouraged to care for and support younger ones both inside and outside the school building just as they would in the family home. At Newall Green Primary we aim to have a positive caring ethos and provide challenging well planned education. The goal is to produce caring, successful pupils with a high self regard and esteem as well as an awareness of appropriate behaviour in all social and academic contexts.

Good Practise.

- Deal with situations in a calm, firm manner avoiding confrontation where possible.
- Give frequent praise for good behaviour as well as for good work.
- Use positive language whenever possible and as often as possible.
- Think carefully about what you are saying and set realistic sanctions.
- Where possible try to deal with situations yourself to enhance your own credibility and authority.
- Don't leave children unsupervised as a punishment.
- Praise children who are doing the right thing as an incentive for others to follow.
- Be consistent whilst taking into account each child's individual needs.
- No adult in school should ignore unacceptable behaviour and we should be giving as much praise as possible for any good behaviour we see.

Rewards for acceptable behaviour.

Praise

We regularly praise the children for following our peace commitments. We use verbal praise and silent gestures such as a smile, thumbs up or a nod.

Class Champion

Throughout the school children will be encouraged to achieve champion points. Champion points are rewarded for children who work hard, behave well, are polite and follow our Peace Commitments. These can be awarded in class time, in children's books or on pieces of work, during break times including lunch, in assemblies and for walking around the school appropriately. Other members of staff around the school including teaching assistants and lunchtime supervisors can also give out points. We have a 1 point at a time rule, which means staff can only award 1 point per action. Points are recorded in 2 ways. Each class-room can display points using the class champion chart and record children's points as tallies. Adults can also use the Class Dojo app on their school tablets or computers.

By the end of the week (KS1-Thursday, KS2- Friday Lunch) teachers will count up the points adding both the tallies from the class chart and Class Dojo app. The child with the most points will be awarded the class champion for the following week. During their week as class champion children will receive privileges such as extra time in the outdoor area, on the climbing frame and in the treehouse at lunchtime, VIP table at lunchtime, sitting on a special chair during carpet time. These may vary class to class depending on what the class have chosen at the beginning of the year.

Peace Pals

At the end of the week (KS1-Thursday, KS2– Friday Lunch) Each classroom teacher will nominate 3 children that they feel have worked hard to keep their peace commitments and announce this to the class. Their peers will then be given the opportunity to vote in secret for the child they feel deserves to win the Peace Pal award. Each class will set up their own method for recording their votes, to avoid disruption to any of their learning. One suggestion is to use an opaque box and use coloured cubes to represent each nominee. As children line up they can put their chosen coloured cube in their box to give their vote. The child with the most votes, counted by an adult, wins.

Golden Time:

In KS1 10 minutes is given at the end of each day where as in KS2 half an hour is given every Friday afternoon. If children keep to their peace commitments they are rewarded with all this time. If they break any they will lose some or maybe all of this time. All children will be given opportunities to earn this time back through specific targets.

Celebration Assembly

Every Friday children meet in their key stages where their hard work and good behaviour is celebrated.

KS1– Friday am

KS2– Friday pm

2 members of the class will receive either the Class Champion or Peace Pal award. Class Champions will receive a special medal that they can wear proudly during school hours for their week. During the following weeks assembly they will hand over the medal to the next champion in their class. They will also receive a champion badge and certificate which they can keep and take home.

Peace Pals will receive a certificate which they can keep and take home and will also get to wear a sash or arm band during school hours. Peace Pals will be encouraged to help adults in class time and at break time spot good behaviour or potential bad behaviour. Year 6 Peace Pals will help to deal with small incidents and stand at the tuck shop door during lunchtime so that children can go to them for support. They will record these incidents on their log sheets and feedback to the senior lunchtime supervisor or member of SMT on duty.

During this assembly children are also encouraged to bring in any awards they have achieved outside of school. It is important to us that their achievements outside of school are also celebrated.

An attendance award is also given out for the class with the highest attendance. The class with the highest overall attendance throughout the school also win a £10 voucher which they can redeem for a special reward or treat of their choice.

How to manage unacceptable behaviour.

The majority of our children are well behaved but we must address any undesirable behaviour issues that occur. Children must be made aware that their behaviour has consequences. There will be rewards for good behaviour but equally there has to be sanctions for poor behaviour. Some behaviour is low level and can be ignored or dealt with little disruption, however if it continues or the behaviour is more serious you could try the following steps:

1. Discuss the behaviour with the child and see if there is a problem which can be resolved.
2. If this does not help and the behaviour continues then a sanction may be necessary.
 3. The child may need speaking to again by you and a senior manager.
 4. In serious cases the Head Teacher or Deputy may become involved.

In more serious cases the Head Teacher may decide that one of the following sanctions may be necessary:

- Isolation at play/lunchtime
 - Lunchtime exclusion
 - Fixed term exclusion
 - Permanent exclusion

Our Approach

The traffic light system

This visual aid will be displayed in each classroom at all times allowing any adult who is leading the class to use it. (See posters displaying procedures for each Key stage overleaf). In EYFS, the staff and children follow the same traffic light procedures as KS1 but alternatively use, a sun (green), a thinking cloud (yellow) and a sad cloud (red). Each child has their name on a peg and the peg is moved accordingly.

Time outs/seclusions

At certain times it may necessary to give a child time out from your classroom. Being sent out is not always a punishment but may provide some 'cooling down time'. Children should be sent to an agreed partner class. No adult should accept more than two children at a time. For more serious incidents children may need to be sent to or in extreme cases be removed by a senior manager. A child should always be escorted by an adult or responsible child.

Incidents of Bullying and/or other intolerances.

Our school works hard to promote the celebration of diversity and equal opportunities and support children to stand up against bullying and any forms of intolerance through our Peace Mala Accreditation. Peace Mala focuses on the Golden Rule. Its intention is to educate and remind everyone that this rule is recognised by many scholars, teachers and philosophers. It is also universal to all compassionate faiths. Simply stated, it is:

"Treat others as you would wish them to treat you."



Peace Mala™



**Peace Mala
Accredited School**

This is the central message of the Peace Mala bracelet. Its intention is to cut through all forms of prejudice, to confront bullying, to support human rights and to celebrate what makes us different from each other. Fourteen spiritual traditions, along with their individual versions of the Golden Rule, are represented on the bracelet.

Peace Mala reminds us that we all belong and that communities filled with colour and difference make life more interesting and exciting.

We take any incidents of bullying and intolerance very serious and encourage children and parents to always let teachers know of any incidents so we can take against it. Incidents are logged by the Head teacher or deputy heads.

KS1 Traffic Light Procedures



Well done! You are keeping our Peace Mala Promise!

If you are not making the right choices the adult will give you a verbal warning and remind you of our Peace Commitments.

They may also:

- Ask you to move to a different seat,
- Remind you of your choices and consequences.



If you continue not making the right choices, you get a yellow card and lose 5 minutes of Golden Time.

If you begin to make good choices, you will be given a green card.

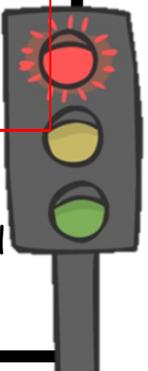
If your behaviour does not improve you will get a red card and lose 5 more minutes of Golden time. Some incidents may result in an immediate red card and an instant loss of 10 minutes Golden Time.



The adult may also:

- Send you to another class for a 5 minute 'Time Out'
- Ask you to continue a piece of learning, write a sorry letter.
- Lose part of or all of your play or lunch time break
- Phone your parents or carers
- Log the incident on a behaviour log.

When you return to class you will be put back onto a yellow card. This is a reminder that if you continue misbehaving you will be put back on a red card. If you get a red card twice in a day then you will be sent to SMT.





KS2 Traffic Light Procedures



Well done! You are keeping our Peace Mala Promise!

If you are not making the right choices the adult will give you a verbal warning and remind you of our Peace Commitments.

They may also:

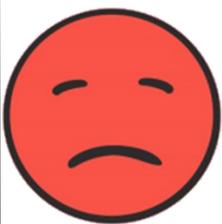
- Ask you to move to a different seat,
- Remind you of your choices and consequences.



If you continue not making the right choices, you get a yellow card and lose 5 minutes of Golden Time.

If you begin to make good choices, you will be given a green card.

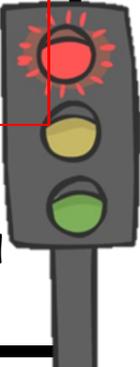
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The adult may also:

- Send you to another class for a 10 minute 'Time Out'
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- Phone your parents or carers
- Log the incident on a behaviour log.

When you return to class you will be put back onto a yellow card. This is a reminder that if you continue misbehaving you will be put back on a red card. If you get a red card twice in a day then you will be sent to SMT.





Reflecting on my behaviour



Name: Date:

Reasons for my behaviour

Description of my behaviour

Consequences of my behaviour

To improve my behaviour, next time I will...

Signed by child:

Signed by teacher:

Behaviour Logs

When a child has been on a red card and sent to a member of senior management, then a behaviour log is filled in. These are then reviewed in weekly behaviour meetings, where they are discussed, logged and filed. Issues relating to lunch or break times are also addressed.

Additional Strategies to support inclusion:

It is important that within our school community both adults and children value their own as well as others individuality, to ensure, our continuing efforts at being fully inclusive. We understand that some children may need additional support with their behaviour and readily work with them, their parents/carers and outside agencies to support these pupils. Where necessary the SENco will ensure that individual behaviour support plans are in place.

In addition to this, we want to:

- Encourage children to take responsibility for their actions.
- State clearly what is right and wrong.
- Explain what is acceptable and unacceptable behaviour.
- Provide a clear, consistent structure for behaviour management throughout the school.

BSP's

Behaviour support plans. These plans are designed to support and promote positive self management of behaviours that may be an obstacle to children to maximise their learning potential.

SEN code of practice

Children with serious or repeated behaviour difficulties may need to have an individual behaviour plan in accordance with the special Needs Code of Practice.. We may ask for an assessment from our Educational Psychologist or, with agreement from parents or carers, refer to CAMHS (Child and adolescent Mental Health Service) through our school nurse.

Intervention form the LA/Outside agencies. This may include:

- Outreach support
- Observing pupils and advising on new strategies
- Supporting I.E.P writing.
- SEN referral
- Pastoral Support Plan
- Support for groups of pupils on specific behaviours e.g. anger management, playtime behaviours.
- Advice on classroom management and organisation and support to develop expertise of individual class teachers
- Support for Teaching Assistants on managing behaviour
- Delivering training on Behaviour Management
- TEAM-TEACH

Coral Cove

Some children may need to work on a structured programme, including forest schools in our Therapeutic inclusion room—Coral Cove. This will be for a period of 10 weeks and aims to help the children change some their behaviours and manger anger. It may also help them become more confident and more able to establish friendships.

Pastoral Support Plan.

If a child has had a series of foxed term exclusions and is at risk of a permanent exclusion we will hold a multi agency meeting to formulate a plan of support.

CAFs (Common Assessment Framework) - Assessments of children's additional needs and deciding how these should be met.

Playtime and Lunchtimes.

Our school rules apply at all times of the school day, including lunchtime and playtime. However, there are additional rules in place so that all our pupils can be safe and happy.

- Line up quietly when asked
- Stand in line safely, no pushing or overtaking
- Speak quietly in the Hall at dinnertime
- Walk quietly down corridors
- No playing in the toilets

Lunchtime staff promote good behaviour by awarding green slips and raffle tickets. At the end of each week raffle tickets are drawn and children are awarded small prizes.

Sanctions at lunchtime

1. Verbal warning and reminder of the peace commitments, highlighting which commitment they are not following.
2. Name written in the 'behaviour book' or a behaviour log filled out. (These are reviewed in weekly behaviour meetings).
3. Red detention card filled out and handed into behaviour team.

If poor behaviour continues then Head teacher will speak to the parents and the child will be asked to be off the premises at lunchtime for a specified period. In addition, if there is any unacceptable behaviour at lunchtime a lunchtime exclusion will be issued immediately by the Head teacher or senior lunchtime supervisor for the next day.

If children require "time out" at lunchtime they will be told to sit on the corridor (KS1) or stand by the wall (KS2) in the playground for a specified amount of time, or until they are ready to behave appropriately.

Involving Parents/Carers

When parents are approached it should be to:

- Seek their help and support
- Inform them of any incidents which may cause their child to become distressed or anxious.

Involving parents will, in most cases, follow these steps:

1. An informal discussion regarding any incidents of unacceptable behaviour that they need to be aware of. This may happen on more than one occasion.
2. The parents are asked to come in for a formal meeting with the class teacher; a senior manager may also be present.
3. Parents are asked to come in for a meeting with the Head Teacher or Deputy.

To set up positive links, adults in school are encouraged to keep parents/carers informed when their child has behaved well. This can be done verbally as well as by giving certificates.

Sanctions Sheet

Hurt someone in class

Use in class behaviour traffic light system. If it is serious, take the child/children to a member of SMT.

Hurt someone at playtime/lunchtime

Red slip - sent onto the wall and lose rest of play or play the next day depending on time of incident. If it is serious, take the child/children to a member of SMT.

Upset someone/name calling in class

Use in class behaviour traffic light system.

Upset someone/name calling at playtime/lunchtime

Red slip - sent onto wall and loses rest of play or play the next day depending on time of incident.

Wasted time in class, refusing to follow instructions on the corridor, in the playground..

Stay at the end of the lesson/after school.

Break something in class

Use in class behaviour traffic light system. If it is serious (i.e. purposefully breaking furniture/window) then send for a member of SMT.

Break something outside

Red slip - sent onto wall. If it is serious (i.e. purposefully breaking furniture/window) then send for a member of SMT.

Lie in class

Use in class behaviour traffic light system.

Lie outside

Red slip - sent onto the wall.

Swear in class (general conversation)

Use in class behaviour traffic light system.

Swear in class in an aggressive way

Seclusion – Other class – SMT to be informed – Seclusion time to be decided by SMT.

Disrespectful in class

Use in class behaviour traffic light system.

Disrespectful outside

Red slip - sent onto the wall.

Showed verbal aggression towards child/ren

Seclusion – other class. If this occurs at lunchtime, a Red Slip should be given and time spent on the wall.

Showed verbal aggression towards staff

Seclusion – referred to SMT

Involved in a fight

Loss of lunchtime/seclusion – Referred to SMT. Exclusion will be dependent on the severity of the reaction of the child after the incident.

Physically assaulted a child/children

Seclusion/exclusion depending on severity of incident.

Physically assaulted a member of staff

Exclusion.

Displayed disruptive behaviour in the classroom

Use in class behaviour traffic light system/ Call for a member of SMT if the child will not leave the classroom when given a Red Card/ Count the minutes of disruption and make these up after the lesson.

Walking out of class without permission

Stay after school 3:30pm-4:00pm.

Running off/walking away from a teacher

Stay after school 3:30pm-4:00pm/seclusion.

Displayed non-compliance in class

Use in class behaviour traffic light system.

Displayed non-compliance outside

Red slip and sent onto the wall – refer to Coral Cove

Used racist language

KS1 - Parent/carer informed and chat with a member of SMT

KS2 — detention break/lunch time or seclusion

Bullying (including cyber bullying)

Parent/carer informed of the incidents/seclusion. Exclusion depending on the severity/persistency of the incidents.

Golden Time

Every class teacher should keep a record of who is losing GT and the amount of GT they are losing each week.

If after 3 consecutive weeks there has been no improvement, the class teacher should inform the parents of the child and log on CPOMs.

If the child loses it for 4 consecutive weeks, then they should have an additional after school detention on the Friday (3:30pm-4:00pm).

Red Cards

Every class teacher should keep a record of who is receiving Red Cards and the number they are receiving each week.

If after 3 weeks the number of Red Cards they are receiving is still a concern, the class teacher should inform the parents and discuss their concerns/other reward strategies.

If after this meeting there is still no recognised improvement in the frequency of Red Cards/behaviour, then they should have an additional after school detention on the Friday (3:30pm-4:00pm).