

Behaviour Policy

PRIMARY
ADVANTAGE

SCHOOLS ACHIEVING
MORE TOGETHER

Primary Advantage



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This policy has been written after consultation with staff, parents¹, pupils, governors and outside agencies. Some parts of this policy have been written specifically for children; other parts are for adult guidance.

The Aims of the Behaviour Policy

We believe all pupils should be encouraged to have respect and sensitivity for themselves, for others and for their school. Adults in the school's community are role models for the pupils – they depend on adults for their moral standards and for guidance on acceptable behaviour, in any situation. Every person who joins the school's community has a part to play.

Our aims are:

- To support the educational and other aims of the school.
- To contribute to the ethos of the school
- To prevent and tackle bullying
- To ensure that our schools have an anti-bullying culture whereby no bullying, including bullying between adults and children, will be tolerated
- To ensure that the conduct of all members of the school community is consistent with the values of the school.
- To ensure all pupils have the maximum motivation and opportunity to learn positive social behaviour.
- To provide a calm, safe and happy environment for all children.

Related Policies & Documents

This policy links with a number of other school policies:

- Governors Statement of Behaviour Principles
- Positive Handling (Hackney Learning Trust)
- Safeguarding and Child Protection Policy
- Safer Recruitment Policy
- Online Safety and Acceptable Use Policy
- Equalities Policy

Expectations on Behaviour set by the DFE

The Department of Education (DFE) outlines the expectations of what a school behaviour/pupil discipline policy should entail. In their guidance; Behaviour and Discipline in schools, they advise that:

1. The Headteacher must set out measures in the behaviour policy which aim to:
 - promote good behaviour, self-discipline and respect;
 - prevent bullying;
 - ensure that pupils complete assigned work; and which
 - regulate the conduct of pupils.
2. When deciding what these measures should be, the Headteacher must take account of the governing body's statement of behaviour principles. The Headteacher must have regard to any guidance or notification provided by the governing body which may include the following:
 - screening and searching pupils;

¹ References to parent or parents are to mothers, fathers, legal guardians and carers

- the power to use reasonable force and other physical contact;
 - the power to discipline beyond the school gate;
 - when to work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour; and
 - pastoral care for staff accused of misconduct.
3. The Headteacher must decide the standard of behaviour expected of pupils at the school. He or she must also determine the school rules and any disciplinary penalties for breaking the rules.
 4. Teachers' powers to discipline include the power to discipline pupils even when they are not at school or in the charge of a member of staff.
 5. The Headteacher must publicise the school behaviour policy, in writing, to staff, parents and pupils.

Federated Governing Board's Statement of Behaviour Principles

The Education and Inspectors Act 2006 and DfE guidance (Behaviour in Schools, 2012) requires the Governors to make and frequently review a written statement of general behaviour principles to guide the Headteacher in determining measures to promote good behaviour. The Behaviour Policy should ensure that functions are carried out with a view of safeguarding and promoting the welfare of pupils.

The Governing Board's statement of behaviour principles can be found as appendix 1 and on the school websites.

The Key Principles of Behaviour Management

There are three key principles of behaviour management. Discussion of these principles clarifies the rights and responsibilities of all members of our school communities.

1. Being Inclusive

- Some individuals need more support than others in learning to meet the school's expectations of behaviour.
- The disregulated behaviours of some vulnerable pupils need to be tackled with an understanding of individual pupil needs.
- Our schools have to have due regard to the Equalities Act and the need to proactively make reasonable adjustments in applying their policies
- We have a responsibility to teach social behaviour to all pupils.
- We should be clear with staff, pupils, parents, governors about which expectations are non-negotiable.
- All pupils have the right to be educated no matter how challenging their behaviour.
- Dealing with challenging behaviour often helps use to find ways to improve our systems, processes and procedures. We should seek to adapt these to fit our diverse population.

2. Being Positive

- Parents and Carers need to be as fully involved as possible.
- We should have high expectations of what is acceptable behaviour in our school and within the wider community and should seek to raise those expectations in partnership with staff, governors with pupils and parents/carers.
- If we want our pupils to behave in a particular way, we are responsible for making it clear to them how we want them to behave.
- We should recognise acceptable behaviour through positive reinforcement.

- We should provide pupils with honest & sensitive feedback on their own learning and behaviour.

3. Being Assertive

- Teachers have the right to teach, pupils have the right to learn.
- Pupils and staff have the right to feel safe in school.
- Parents have the right to feel welcome and to know their children work, play and learn in a friendly, safe and helpful school.
- We should never tolerate violent, abusive or anti-social behaviour in the classroom or anywhere in school.
- Staff require support from each other and outside agencies in order to support individual pupils through learning and making changes in behaviour.

4. Making Sense of Behaviour

Our Behaviour Policy is founded upon the following assumptions:

- All behaviour is a form of communication. It gives us information about the child that should not be ignored, but which can be interpreted and used to shape our response to the child.
- Challenging behaviour includes behaviour that:
 - prevents participation in appropriate activities;
 - isolates the pupil from his/her peers;
 - affects the learning & functioning of other pupils;
 - drastically reduces the pupil's opportunities for involvement in ordinary community activities;
 - makes excessive demands on staff resources;
 - places the pupil or others in physical danger;
 - makes the possibility for future placement difficult;
 - perpetuates low self-esteem.

Classroom Management

Each school has rules. The school rules form the basis of whole school and classroom behaviour management and are a vital part of setting clear expectations throughout the school. It is important that these rules are discussed and referred to as part of behaviour management strategies.

Please see appendices 2-9 for further information on school behaviour strategies.

Managing Behaviour in a Positive Way

Clear Expectations

If we want our pupils to learn to behave in a particular way, we are all responsible for making it clear to them how we want, and more importantly, how we expect them to behave.

Many of our pupils have difficulties at one time or another in understanding what is required of them. This may be because of:

- Language delay or impairment
- Cognitive or sensory impairment
- Emotional disturbance
- Confused, chaotic or simply unfamiliar social situations or contexts
- Or, in many cases, simply confusing messages or expectations from adults.

When we are establishing new routines, when established routines are disrupted or when we are dealing with 'one-off' situations, or disturbed or distressed pupils, then we need to make sure that our instructions or expectations have been communicated and received clearly, by:

- Checking that we have the pupils' attention and that eye contact is established. Where possible and appropriate – with younger or smaller pupils, bending or crouching down to the pupil's level if necessary.
- Speaking slowly, gently and clearly, breaking complex instructions down into simple, single-stage commands if necessary.
- Reinforcing our verbal communication with appropriate gestures/signs.
- Repeating our instructions if necessary or asking pupil to repeat back what is required of them.
- Modelling the desired behaviour.
- Using a physical 'prompt' only if the pupil is calm enough and always in accordance with school policy.

It is extremely important that we have high but realistic expectations of what is acceptable behaviour in schools and within the wider community, and that we constantly seek to raise those expectations amongst staff, amongst governors, with pupils and with parents/carers. In this way we will also be able to raise expectations of appropriate social behaviour amongst people in the wider community.

Use of Behaviour Modelling and Physical Prompts

For some of our younger (or developmentally younger) pupils, the use of behavioural modelling and physical prompts will be necessary to assist communications regarding expectations, and encourage an action/behaviour by physical means. This may include:

- helping a child carry out a particular action e.g. tracing/copying letter;
- guiding a child towards a desired behaviour e.g. 'hands down'; 'look at me'; 'sit down' – as part of a 'calming' routine;

- motivating a child to comply with requests and follow routines;
- avoiding external danger to the child e.g. holding hand while crossing the road;
- diverting a pupil from destructive or disruptive behaviour;
- discouraging destructive or disruptive behaviour e.g. by holding to reassure;
- modelling the required behaviour, or drawing attention to behaviour modelled by other, perhaps older, (or developmentally older) pupils;
- use of a member of staff's physical presence to obstruct or restrict pupil's movement e.g. to prevent a young (or developmentally young) child running out of school.

Firm Boundaries

Having communicated our expectations clearly, we may well find that some of our pupils do not comply with requests boundaries. This may be because:

- They are testing the boundaries to see if we really mean what we say;
- The task that they are being asked to perform is too difficult for them;
- The task that they are being asked to perform is too easy for them, or is not intrinsically interesting/motivating to them;
- They are upset by something that has happened (or that they think may happen) outside the present situation e.g. at home, in the playground;
- They are upset by something that has happened (or that they think may happen) within the present situation e.g. dispute with, or bullying from, other pupils;
- They hope to attract or retain adult or peer group attention by not observing boundaries for acceptable behaviour i.e. they are 'attention-seeking';
- Boundaries are inconsistently maintained;
- The child perceives the sanction as unfair or unjust;
- They have low confidence and/or self-esteem
- They have a very short attention span and are unable to remember what they should be doing;
- There may be some biological/medical condition that reduces their ability to control their behaviour;
- They have difficulty in coping with authority or with conflict and/or dealing with their own fears or anxieties;
- They have poorly developed social skills;
- They have learned inappropriate behaviours.

However, one of the important skills we should hope to develop in our pupils is the ability to negotiate. We need to always listen to pupils who are challenging boundaries and be very clear about which boundaries need to be 'non-negotiable'.

Matching Learning Targets/Tasks to Individual Pupil Needs and Interests

If we are working to achieve this kind of match, then the next focus for our attention and one of the prime responsibilities of all teachers, needs to be the matching of learning targets & tasks to individual pupil needs. Some questions we should always ask ourselves (and each other) about learning targets & tasks are:

Is the target shared with the pupil? Do they feel committed to achieving it?

Does the task challenge them appropriately – i.e. not too hard or easy, pitched at a level that enables them to experience success?

Is it relevant to their lives/interest?

Is the context for learning meaningful to the pupil or made meaningful by some means?

Does it require practical engagement – i.e. do they actually have to do something practical or use concrete materials?

Does it have a strong multi-sensory element – i.e. does it require as wide a range of sensory engagement (sight; hearing; touch; smell etc.) as possible?

Is it presented (whenever possible) in 'game' format?

It will rarely be possible on all occasions to meet all these criteria, but their inclusion as features of planned learning activities can contribute to a better match with pupil needs/interests/styles and lead to a reduction in disaffected behaviour. They also contribute to improving achievement by pupils with learning difficulties, lead to increases in self-esteem and support the development of each pupil's positive self-image as a learner. Both of these enhance his/her ability to take advantage of the learning opportunities offered.

Praise is the most powerful form of influencing children's behaviour

Types of behaviours that will be praised:

Keeping the school rules and class rules

Completing work to the best of ability

Being kind or considerate
Remaining on task

Moving around the school sensibly

Showing improvement

Demonstrating a positive attitude

Continued good behaviour

Being helpful

Lining up sensibly

Being polite

Meeting a target

Listening well

Setting a good example

Policy on Exclusions

If a serious incident occurs, pupils may be excluded from the school by a member of the Senior Management Team, in line with the Borough's 'Exclusion Guidelines'. The federation schools have adopted the Hackney Learning Trust guidelines on exclusion

In consultation with the Headteacher and parents, a pupil may be excluded from the classroom for longer periods of time and asked to work in another class this is called 'internal exclusion'. Pupils may also be excluded from lunchtimes/playgrounds.

With agreement of parents, a pupil may be excluded from the school for a period of time and asked to work in another school within the Primary Advantage Federation.

Pupils may also be excluded from the school for a 'fixed term' or permanently for disciplinary reasons. All occasions where pupils are excluded, for disciplinary reasons, from regular school arrangements are subject to regulations and should be recorded and dealt with systematically. On return to school after a period of 'fixed term' exclusion parents, pupils and staff will meet to discuss the behaviour, set targets for future behaviour and set systems in place for supporting the pupil in meeting those targets. The school relies on the support of parents during this process and a behaviour contract will be drawn up which includes this support.

The Federation aims to make minimal use of exclusions and our exclusion rates are always very low. However, we are fully aware of the disproportionality in the exclusion of pupils from a Black and Minority Ethnic background across the borough and in other aspects of society. Careful consideration will always be given to exclusion of a pupil. However, Federation leaders have undertaken training to raise their awareness of unconscious bias in the implementation of the behaviour policy and the policy on exclusions.

Vulnerable Pupils

Most children, at some time during their time at school, will require extra support in managing their behaviour. At these times the behaviour strategy may need to be adapted to support vulnerable pupils.

The behaviour tracking used in each school will provide the Senior Leadership Team with an overview of pupil progress. If a pattern of dysregulated behaviour emerge, staff will begin a series of interventions.

Parents will be sent a letter/invited to a meeting to inform them that we have concerns about their child's behaviour. The Senior Leadership Team/SENCo/Pastoral Manager will discuss with parents strategies to further support their child's behaviour. These may include:

- Home school books
- Behaviour charts
- Individual Education/Behaviour Plans
- Support from the REU (Re-engagement Unit).
- Pastoral Support Programmes

The schools will work closely with the parent/carer to identify the reason for these behaviours and to support the child in making necessary changes.

Monitoring and tracking Behaviour

Information regarding behaviour incidents is collected in all schools and passed to the senior leaders. The data is monitored and necessary action taken.

Positive Handling

In order to maintain firm boundaries of acceptable behaviour and ensure the safety of all staff and pupils, it will be necessary at times to use approved methods of physical restraint with some pupils. This point should only be reached when all possible options for giving the pupil time/space to regain self-control have been exhausted.

Our federation of schools has adopted the Hackney Learning Trust Positive Handling Policy.

Agencies involved with our schools

- Educational Psychology Service
- Education Welfare Service
- New Regents College (PRU)
- Advisory teacher for Inclusion
- The Hackney Learning Trust
- Child Adolescent Mental Health Services (CAMHs)
- Re-engagement Unit

The schools will follow the guidance set out in Safeguarding Children and Safer Recruitment in Education. We understand that a child may make an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation should immediately inform the Headteacher or other senior member of staff. If the allegation is against the Headteacher, the Executive Principal must be notified. If the allegation is against the Executive Principal, the Chair of Governors must be notified. In all cases the Local Authority Designated Officer (LADO) at The Safeguarding Children Board must be notified and a HR Advisor from the Human Resources Department. (For further information please refer to Safeguarding Children and Safer Recruitment in Education 2010). Further advice can be obtained from the LADO or the Safeguarding in Education Team at Hackney Learning Trust.

Anti-Bullying

What is Bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. (DfE “Preventing and Tackling Bullying”, October 2014)

Bullying is defined as dominance or one pupil by another or a group of others. It is pre-mediated and part of a pattern rather than an isolated incident. Bullying can take many forms and is often motivated by prejudice against particular groups. It might be motivated by actual differences between children, or perceived differences. Bullying behaviour may be an indication that the bully is, or has been, themselves a victim of bullying or abuse. Incidents should always be discussed with the SENDCO/Inclusion Leader since further action e.g. counselling or referral to Social Services may be appropriate.

Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion or culture.
- Bullying related to Special Educational Needs or Disability.
- Bullying related to appearance or physical/mental health conditions.
- Bullying related to gender, transphobic or sexual orientation.
- Bullying related to adoption, children in care, young carers or otherwise related to home circumstances.
- Cyber-bullying via text messages or the internet.

However, if two pupils of equal power or strength have an occasional fight or quarrel, this is not bullying.

*“A pupil is being bullied or picked on, when another pupil or group of pupils says nasty things to him or her. It is also bullying when a pupil is hit, kicked, threatened, locked inside a room, sent nasty notes, when no one ever talks to them and things like that. These things can happen frequently and it is difficult for the pupil to defend him/herself. It is also bullying when a pupil is teased repeatedly in a nasty way. **This is a definition of bullying that is meant to be read to children (Olweus 1991).**”*

Cyber-bullying

The rapid development of, and widespread access to, technology has provided a new medium for ‘virtual’ bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

Bullying can include: name calling, taunting, mocking, making offensive comments, kicking, hitting, taking or damaging belongings; producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours. This includes the same inappropriate and harmful behaviours expressed via digital devices (cyberbullying) such as the sending of inappropriate messages or offensive and/or degrading images by phone, text, Instant Messenger, through websites and social media sites and apps.

The Effects of Bullying:

All forms of bullying are hurtful and may have a devastating effect on those who are bullied. Whilst some children may recover from bullying, there are others who suffer lasting consequences. Children who are bullied may see themselves as inadequate and friendless and suffer from loss of confidence and low self-esteem.

Bullies may also suffer from long lasting consequences and unless offered support, may continue with bullying behaviour into their adult lives. For this reason, it is important that they receive support to enable them to change their behaviour.

Strategies in Use to Address Bullying:

Preventative Strategies:

- The school behaviour policy stresses making expectations clear to children about their behaviour with others and promoting positive behaviours.
- Each class has a weekly PHSE session which allows children to talk about feelings in a safe context and to bring out bullying issues.
- Constantly improving the school's grounds, creating more cooperative play space and variety in the environment, reducing the domination of the playground by rough games and football. Providing constructive and collaborative play areas.
- Provide pupils with training (e.g. peer mediation) to resolve problems with peers.
- For children who are prone to bullying others a circle of friends may be used to help him/her resolve the problem.
- Regular and high quality training for all staff

Once a Bullying Incident has occurred:

- The children are constantly encouraged to tell someone.
- We involve parents of all parties.
- All staff are informed and asked to particularly look out for the victim and bully.
- Bully victims are given the space to say how they would like the incidents dealt with (children vary – some like to talk to the bully face to face with a teacher, some like to have a member of the staff deal directly with the bully, some just want the school to watch out for incidents at first, some want the chance for a supervised talk with friends to sort out relationship problems) – it depends on the nature and severity of the bullying.
- Once a situation has been resolved we ask bully victims and bullies on a regular basis if they are alright.

Advice to Children about Bullying:

- If you are a victim of bullying, you can tell a member of staff or anyone else you feel safe to talk to. It is not weak to do this.
- If you cannot tell anyone at school, you can tell your parents who will tell us.
- Friends of victims should let staff know of bullying incidents.
- No one deserves to be bullied – remember, you have a right for this not to happen to you.

Advice to Parents/Carers about Bullying:

If your child is being bullied, they may:

- Change their behaviour
- Be unwilling to talk about their day
- Look less happy
- Come home with cuts and bruises
- Not want to wear their glasses
- Take things from home without you knowing
- Avoid certain children or activities, and/or
- Be reluctant to come to school.

If your child is bullying, they may:

- Change their behaviour
- Be unwilling to talk about their day
- Come home with toys and things you have not bought for them, and/or
- Have money that you cannot account for.

How can Parents help to Prevent Bullying?

- Everybody gets angry. Help your child to express it without hurting others.
- Encourage your child to tell a member of staff straight away if they get hurt at school.
- Praise your child when they sort out problems by talking rather than hurting others.
- Involve yourself in school activities.
- Make immediate contact with the school at any time over bullying incidents.
- Let the school know if you have any concerns; do not try and sort them out with other children or parents yourself.
- Allow the school to seek professional advice and support over difficult bullying.

Addressing prejudice and prejudice based bullying

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

- prejudices around disability and special educational needs
- prejudices around race, religion or belief, for example anti-Semitism and Islamophobia, Travellers, migrants, refugees and people seeking asylum
- prejudices around gender and sexual orientation, including homophobic and transphobic attitudes

There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with. We treat all bullying incidents equally seriously.

We keep a record of different prejudice-related incidents and provide a report to the governors about the numbers, types and seriousness of prejudice-related incidents at our school and how we dealt with them. We review this data termly and take action to reduce incidents

All reports of bullying, racial, sexual or other harassment must always be taken seriously, investigated and recorded according to school policy. Staff must always act and be seen to act to protect victims.

All incidents should be reported to the Headteacher. The Headteacher is responsible for reporting incidents to the LEA if appropriate.

The role of staff in modelling appropriate behaviour is crucial in promoting positive behaviour in these respects.

Appendix 1

FEDERATED GOVERNING BODY STATEMENT OF BEHAVIOUR PRINCIPLES

The Education and Inspectors Act 2006 and DfE guidance (Behaviour in Schools, 2012) requires the Governors to make and frequently review, a written statement of general behaviour principles to guide the Head teacher in determining measures to promote good behaviour.

We believe that everyone in the school has rights and responsibilities and that all pupils have the opportunity to make positive choices about their behaviour. We have high expectations that support the development of our pupils as effective and responsible citizens.

The purpose of this statement is to give guidance to the Headteacher in drawing up the Behaviour Policy by stating the principles that the Governors expect to be followed.

The Key Principles of Behaviour Management

There are three key principles of behaviour management.

Being Inclusive

- Some individuals need more support than others in learning to respect the rights of others and to meet the school's expectations of behaviour.
- Some of our children, for some or all of the time, will need more of our attention and support than others.
- We have a responsibility to teach social behaviour to all children.
- We should be clear with staff, pupils, parents, governors about which expectations are non-negotiable.
- All pupils have the right to be educated no matter how challenging their behaviour.
- Dealing with challenging behaviour often helps use to find ways to improve our systems, processes and procedures. We should seek to adapt these to fit our diverse population.
- Where there are significant concerns over a pupil's behaviour, the school will work with parents to strive for common strategies between home and school.

Being Positive

- Parents and Carers need to be as fully involved as possible.

- We should have high expectations of what is acceptable behaviour in our school and within the wider community and should seek to raise those expectations in partnership with staff, governors with pupils and parents/carers.
- If we want our pupils to behave in a particular way, we are responsible for making it clear to them how we want them to behave.
- We should recognise acceptable behaviour through positive reinforcement.
- We should provide pupils with honest & sensitive feedback on their own learning and behaviour.

Being Assertive

We believe we all have rights ...

- Teachers have the right to teach, pupils have the right to learn.
- Pupils and staff have the right to feel safe in school.
- Parents have the right to feel welcome and to know their children work, play and learn in a friendly, safe and helpful school.
- We should never tolerate violent, abusive or anti-social behaviour in the classroom or anywhere in school.
- Staff require support from each other and outside agencies in order to support individual pupils through learning and making changes in behaviour.

In addition:

- The school's Behaviour Policy will ensure that there are measures to encourage good behaviour, self-discipline and respect, and prevent all forms of bullying amongst pupils; it will also provide guidance on use of reasonable force
- The school will seek advice and support from appropriate outside agencies where concerns arise over a child's behavior
- The Behaviour Policy will clearly reflect the school's approach to exclusions.
- Pastoral care will be provided to any member of staff when an allegation has been made of misconduct.
- Governors expect the Behaviour Policy to clearly explain to staff and others with authority their powers to screen and search pupils for items that are prohibited or banned from school

Beyond the School Gate

The Behaviour Principles outlined in this statement applies to pupils, when in school; engaged in extracurricular activities; when travelling to and from school; on educational visits and when being educated in any school-organized/related activity off site, and in the community.

Our schools are inclusive schools; all members of the school community should be free from discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010

Review

This statement and our Behaviour Policy will be reviewed on a three-yearly basis, unless changes at national or local level necessitate an exceptional review.

Appendix 2 – Behaviour Management at Gainsborough

Gainsborough's Behaviour Management System

Gainsborough Messages

We have developed a set of 'Keeps' in school:

- Keep Safe
- Keep Healthy
- Keep Connected
- Keep Giving
- Keep Green
- Keep Kind

The Keeps work alongside our expectations of our children in school. The Keeps represent the areas in life which we are encouraging our children to continually show excellence in, in order to support them as life-long learners and responsible citizens.

Zones of Regulation

We have implemented the use of Zones of Regulation across the school. Zones of Regulation is used to support our pupils develop their self-regulation skills and emotional control, with support from adults in school.

Zones of Regulation has replaced our Good to Be Green system.

The Zones of Regulation uses four colours to help children self-identify how they are feeling and to categorise this feeling into a colour zone. They then use their 'zones toolbox' to support them move from the blue, yellow or red zone, back into the green zone. Every child starts the lesson in the Green Zone, in which we will see positive behaviours for learning. Throughout the school day children may move throughout the zones and we

Adult support

The adults in school use the language associated with the zones to support children to understand and regulate how they are feeling.

While some children may be able to self-regulate using their zones toolbox others may require more adult support.

Consequences

When pupils enter the yellow zone – a zone in which they may experience a more heightened sense alertness and show this through more hyper behaviours, they will be given a warning by the class teacher. This is an opportunity for them to use the tools in their toolbox to support them getting back to the green zone.

We recognise that a child is in the red zone when they experience a heightened state of intense emotions, in which they are not able to control these emotions or their reactions. In order to support pupils effectively in this zone they will need to be supported to leave the area, in which they are displaying these emotions and go to the Green Zone located in The Aviary.

The Aviary's Green Zone

This area, located in The Aviary, is used to support all children who are experiencing emotions related to the red zone.

This room provides an area of support and time out for a child in the red zone. They will have access to a range of Zones Tools to support them with moving from this zone back into the Green Zone. When we see that they have reached the Green Zone they will be supported with completing a reflection sheet.

If we are not able to support a child to move back into the green zone and their behaviours are unsafe to themselves and others, we will have to telephone parents / carers.

Children who are frequently experiencing the Red Zone

Incidents of children moving into the yellow or red zone are recorded on our behaviour logs and then onto SIMS.

These incidents are discussed with parents / carers. If there are a number of incidents or a concern around the level of the incidents then parent / carer meetings will be arranged to support the child. This may mean the involvement of outside agencies such

- REU
- Educational Psychologist
- CAMHS

Rewarding positive behaviour

Here at Gainsborough we use the online system, Carrot Rewards, to support recognising positive behaviours.

Carrot Rewards offers a system where we can communicate with parents about the learning happening in school and reward children throughout the day with Carrot Points.

When children are rewarded for their learning behaviour, these also link clearly with the Keeps. We are active in looking for other opportunities to reward children and update our menu of carrot rewards. We have now added carrot reward points linked to children using their Zones Toolbox and our adults use specific language related to this when rewarding children so that they are aware of how well they are managing to self-regulate.

Appendix 3 – Behaviour Management at Holy Trinity

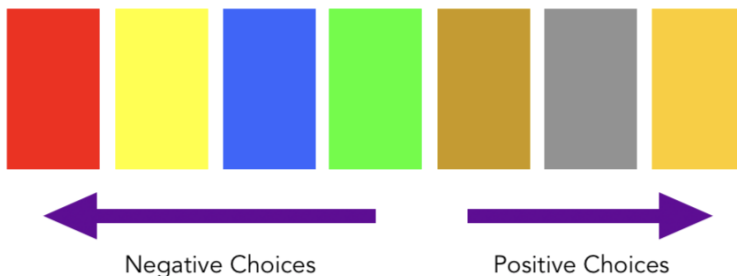


Every Learner: Empowered. Inspired. Prepared.

As a school, we use the Stay on **Green** Behaviour strategy. The principles behind this system are:

- All pupils start each day on **green**.
- Positive behaviour choices made by pupils, results in them moving to bronze, silver or gold.
- Unacceptable behaviour choices made by pupils, results in them moving to blue, yellow or red via a series of warnings.
- All school staff integrate this system within daily teaching sessions, prompting positive behaviour and effective behaviour management skills.

Green means you are following instructions and the school rules, listening and working hard.



Consequences

The following colours are consequences:

Blue - Warning

Yellow - Reflection Time in class

Red - Reflection Time in a partner class.

Further consequences

1. Reflection time in partner class for the whole session.

2. Senior Leadership Team involvement.

Rewards

The following colours let you know that you are making the right choices:

Bronze - Sticker Silver - Sticker

Gold - Gold note home.

You are sent to Senior Leadership Team and your name is recorded in the gold book. Your photo is put on the Golden Tree display, telling everyone you received a Gold Award.

All pupils will:

- Use active listening at all times.
- Follow instructions.
- Be respectful of others.
- Take responsibility for their learning.
- Be polite and kind.
- Work collaboratively with others.
- Celebrate the differences of others.
- Focus on their own choices and not those of others.

All adults will:

- Have high expectations for all.
- Establish relationships by supporting students to be the best they can.
- Be calm, kind, respectful and positive at all times.

Teachers constantly help pupils make the right choices to move them back to the green and beyond.

This strategy promotes:

A consistent approach that is used by all staff.
Whole class and individual reward systems.
Minimal intrusive approaches to manage behaviour.
Teaching of specific behaviours and routines.

De Beauvoir Behaviours

We are **respectful** and use kind words and actions

We are **confident** and aim high

We are **inclusive** and celebrate everyone's differences

We are **tenacious** and never give up



Stay on Green

We use the 'Stay on Green' system to manage behaviour positively.

Each class has a 'Stay on Green' chart, with pupils' names beneath a coloured card. At the start of each lesson the card is green. Behaviour, including learning behaviour, results in pupils 'staying on green', moving 'up' to bronze, silver or gold or 'down' to yellow or red.

We regularly talk about the importance of 'staying on green' and recognise pupils who are achieving this.



Positive Recognition

Verbal praise;
Staying on green or moving to bronze, silver or gold;
Stickers;
Certificates in Celebration Assembly;
Mentions in the weekly school newsletter.



Stepped Sanctions

Verbal Warning with reason

Yellow—If the behaviour is not modified, the pupil is moved to yellow as a visual reminder.

Red – If the behaviour is not modified, the pupil is moved to red and spends five minutes at the time out table in class to complete a 'Reflection' sheet.

Second Red - If the behaviour is not modified, the pupil spends 10 minutes in a 'buddy class' to complete a reflection sheet.

Once the pupil has completed their reflection sheet, they return to class and to green.

'Reflection' sheets are returned to the teacher to be checked and given to SLT. If a pupil is not ready to return to class they are escorted to SLT to discuss the incident with a restorative conversation. It may be necessary for the pupil to spend some time catching up on missed learning.

Appendix 5 – Behaviour Management at Morningside



**Morningside
Primary School**
and Children's Centre
Achieving and Aspiring Together

Morningside

Behaviour Blueprint

Our Rules: Ready Respectful Safe

We are a rights respecting school

All adults will:

- Have high expectations for all
- Build trusting relationships by supporting students to be the best they can be
- Be calm, kind and positive at all times



How we celebrate

- Verbal praise and stickers
- Postcards home
- Gold discs
- Hot chocolate Fridays
- Positive phone calls
- Class recognition boards
- 'Stay on green', aim for bronze, silver or gold
- Star and Writer of the Week



Stepped sanctions:

1. Reminder: non verbal
2. Caution: private verbal reminder
3. Last chance: the script
4. Time out: calming space in class
5. Red disc: SLT
6. Contact with parents if necessary
7. Points chart
8. Pastoral Support Plan

Questions to repair and rebuild:

When things go wrong ask:

- What happened?
- What were you thinking and feeling at the time?
- What have you thought about since?
- Who has been affected by what you have done?
- What do you need to do to make things right?

Appendix 6 – Behaviour Management at St John the Baptist

Our Rules:

Be Safe - Be Ready - Be Respectful

We aim for everyone to see themselves as part of a happy working community. We have very high expectations of behaviour.

We Achieve. We Believe.

We are a Rights
Respecting School.

We try to *love our neighbour
as ourselves.*

We have 5 SJB Beliefs

- **Celebration:** We welcome, celebrate and care for each other to make our school a safe and happy place. *'Rejoice with those who rejoice'* Romans 12:15
- **Cooperation:** Co-operate, help and listen to each other so we can learn from each other and settle disputes peacefully. *'How good and pleasant it is when God's people live together in unity!'* Psalm 133:1
- **Determination:** Work hard and try our best so we can be proud of ourselves and our work *'Christ gives me the strength to face anything.'* Philippians 4:13
- **Honesty:** Be honest and tell the truth so we can trust each other *'Giving an honest answer is a sign of true friendship.'* Proverbs 24:26
- **Respect:** Look after the school and our belongings so we have a pleasant place to work *"Love your neighbour as yourself."* Matthew 22:37-39

Celebrating Successes

We celebrate with:

- Verbal praise and stickers
- Postcards home
- Golden tea on Fridays
- Positive phone calls
- Class recognition boards
- 'Great to be green', aim for bronze, silver or gold
- Star of the Week
- Golden Cup
- Class green points



The role of our Adults

We believe children should be encouraged to have respect and sensitivity for themselves, for others and for their school. Adults in the school community are role models for the children who depend on adults for their moral standards and for guidance on acceptable behaviour, in any situation. Every person who joins the school community has a part to play.

Stepped sanctions:

1. Reminder: non verbal
2. Caution: private verbal reminder
3. Last chance: the script
4. Time out: calming space in class
5. Red disc: SLT
6. Contact with parents if necessary
7. Points chart
8. Pastoral Support Plan

All adults will:

- Have high expectations for all
- Build trusting relationships by supporting students to be the best they can be
- Be calm, kind and positive at all times
- Support children in a consistent way and model expected behaviours
- Nurture each other's and our children's self-esteem



A blank coordinate grid with a title "Green Points" in the top right corner. The grid is 10 units wide and 10 units high. The x-axis is labeled with 250, 500, and 1000 at the bottom. The y-axis is labeled with 250, 500, and 1000 on the right side.

Appendix 7 – Behaviour Management at St John & St James

St John & St James' Behaviour Policy

We are a Rights Respecting School

How we celebrate positive behaviours:

- 'Stay on green' – a principle that allows children to make positive choices and influence outcomes
- Stickers
- Verbal praise
- Gold awards
- Celebration assembly
- Postcards home
- Marvellous Me
- Cheers
- Class Green time

What is 'Stay on Green'?

- A consistent approach used by all to reward children on a whole class and individual basis
- An integrated system that allows children to learn effective behaviour management skills and promotes behaviour, through daily teaching
- When children make positive choices, they are rewarded by moving on to bronze, silver and gold
- When children make negative choices, they are sanctioned by moving down to blue, yellow and red

Consequences for not making positive choices:

- Blue Warning – Teacher explains why the child has been moved to blue and explains what they must do to get back to green. If the child persists in not following the behaviour standards, they will be moved to yellow.
- Yellow – Five minutes time out in class. When time out is finished, the incident is discussed and the children returns to green.
- Red – Time out of class to reflect on behaviour. A reflection sheet is completed by the adult and child, which reflects on the incident. When the child has completed their time out and discussed the incident, they will return to class and be on green

In some situations, when a child is put on red they will be referred to a senior member of staff to discuss the incident in detail. Further consequences may be put in place. Red sanctions are monitored very closely and if they become regular incidents then parents/carers will be invited to meet with the pastoral team to develop a plan to promote positive outcomes.



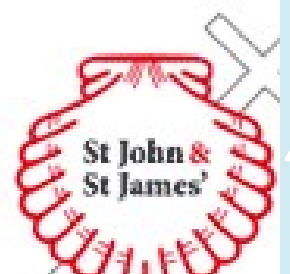
At SJSJ we follow seven learning and behaviour standards, which result from our Christian values and UNCRC Rights Respecting articles.

It is **EVERYONE'S** responsibility at our school to model and promote these standards.



Questions for children to reflect on:

- What rules have I broken?
- What could I have done?
- What was I thinking and feeling at the time?
- Who has been affected by my behaviour?
- What am I going to do to fix things?



Appendix 8 – Behaviour Management at St Matthias

St Matthias CofE Primary School

‘Love thy neighbour’ is the school motto that underpins all behaviours at St Matthias.

Our behavioural expectations are informed by our school values followed by all members of our school community:

Celebration
Collaboration
Forgiveness
Respect
Kindness
Service
Resilience

At St Matthias we use Stay on Green to promote positive behaviours. We have made the following adaptations to the behaviour policy:

- Green behaviour is the expectation: children start each day on ‘green’
- KS1 and KS2 use pocket charts to show their colour card as a reminder. EYFS have adapted this so it is more visual and age appropriate.
- Children move up through bronze, silver and gold when they are showing positive behaviours.
- There are two colour cards that are used as behavioural consequences:
 - A yellow card is given following a verbal warning. This is a visual cue for children to change their behaviour and get back to green.
 - A red card is given if children do not change their behaviour.
 - Children receiving a red card are asked to reflect in class on the time out table
 - If they do not turn their behaviour around they move to their buddy class to reflect.
 - All reds are recorded and monitored by SLT and SENCO and reported to parents where necessary

Ways in which we celebrate positive behaviour at St Matthias:

- With a focus on growth mind-set we work hard to encourage intrinsic over extrinsic motivators. As a result, bronze, silver and gold stickers are rarely given however positive behaviours and excellent learning are always celebrated with the child and are part of ongoing dialogues with families.
- In addition to this we have the following celebrations at St Matthias:
 - Merits for learning behaviours
 - Gold awards presented for excellent behaviour
 - Golden tea weekly
 - Text messages to parents
 - Ambassador awards for children representing school values
 - Learning celebrated by showcasing to SLT

Appendix 9 – Behaviour Management at Springfield

Learn together, grow together is our school motto and is expressed in every aspect of our work. Our approach to behaviour management is underpinned by six key values.

We aim to develop thoughtful, respectful citizens who demonstrate kindness and tolerance towards others and are fully prepared to play a positive role in our everchanging global

We aim for all children to achieve both educational and personal success and to leave Springfield with high aspirations and an absolute belief that they can succeed

We aim for all pupils to develop the ability to communicate and work effectively with others, to recognise that everyone has talents and that everyone matters

We want our children to come to school every day eager and happy to learn, to be proud of their learning and to take that love of learning with them into the next stage of their education

We aim for all pupils to achieve a strong sense of self-worth, to have a voice and to believe in themselves – We build confidence

We empower our children to be resilient, motivated and determined to succeed, in an environment where they are known and believe they matter

Stay on Green is used to promote positive behaviour at Springfield. However, it has been adapted in the following ways:

All children are taught to understand why it is important that we demonstrate 'green' behaviour' in class and around school

All children start each day on 'green' and each class has a Stay on Green pocket chart as a visual reminder.

There are **no** bronze, silver or gold cards on the chart – children do not move 'up' the chart for showing particular behaviours. Instead we focus on ensuring that children understand why 'green behaviour' is so important

Children are not given bronze, silver and gold stickers. Stickers in general are rarely used.

Children can move 'down' the chart or move to red if their behaviour jeopardises learning. This always happens after a verbal warning is given. 'Red behaviour' is logged on a behaviour incident form. These reports are monitored by the SENCO and senior leaders.

Children who 'stay on green' all week receive a Marvellous Me message, sent home via a text message. This ensures that children who are always demonstrating appropriate behaviours are recognised. Marvellous Me messages are also sent home to celebrate learning and to recognise when children are making positive choices. Messages focus on children's attitudes to learning, eg. resilience and determination.

A weekly merit assembly is used to celebrate positive attitudes to learning.

Early Years have adapted Stay on Green so that it is more visual and age appropriate.

Appendix 10 – Behaviour Management in relation to covid-19

Hackney Learning Trust has issued the following guidance:

Schools should adapt their behaviour policies to take account of the change in circumstances.

Settings may need to carry out a risk assessment, if it is deemed that a child or young person may not be able to follow instructions, to determine what mitigations need to be put in place and whether, in rare circumstances, they should stay at home. For those children and young people with a social worker, the expectation is that they should attend their educational setting unless a risk assessment concludes they will be safer at home. Further guidance will be provided regarding the use of exclusions, which, as always, should only be used as a last resort.

The DfE has issued guidance about exclusions during the COVID period but this mainly addresses timescales for IRPs etc.

It is my proposal that Governors adopt the approach suggested in the HLT guidance requiring schools to carry out a risk assessment for any pupils who may not be able to understand or adhere to the arrangements put in place to protect staff and children currently in school. This may include:

- Pupils who run or leave classrooms without permission
- Pupils who spit or bite
- Pupils who need restraint or positive handling
- Pupils who are unable to understand the risks of maintaining a reasonable distance from others
- Pupils who are unable to understand other risks (eg, licking or putting objects in or close to their mouth).

Schools will consider specific systems to manage behaviours. For example, if a pupil has a tendency to leave the classroom during an incident of heightened emotion but they are able to go to a specific, alternative safe space in school (and does not intrude into other 'bubbles'), the Headteacher may risk assess that the pupil can attend school. However, Headteacher must put the safety of staff and pupils at the forefront of decision making.

Heads or SENDCOs will liaise closely with parents about their decision making.

Exclusions will then be used in the usual way.

Policy first written:	June 2012
Amended/Updated:	June 2020
Adopted by the Central Governing Board:	June 2020
Review date	June 2023

The Central Governing Board have reviewed this policy with careful consideration of our approach to equalities as outlined in the Equalities Policy, January 2020.

We would like to acknowledge the work of other colleagues in drafting this policy. We have drawn on a range of sources including policies from other schools, good practice guides, published schemes and LA and Statutory guidelines where appropriate.

