



St Margaret's CE Primary School

Behaviour Policy

Written by: Curriculum

Ratified: LGB

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To be reviewed: Annually

Next Review: Spring 2019

We aim to promote positive behaviour in the whole school community. *The school systems emphasise positive behaviour management and reward systems that reflect positive behaviour receiving the majority of time and attention.*

1. This policy aims to promote good behaviour from the children by creating an environment in which they can flourish.
2. The school recognises its own responsibilities in this respect and wishes to point out that parents and pupils themselves have a major role to play in ensuring that the school maintains an atmosphere in which learning can take place. The whole school agreement visited annually with pupils and parents acts as a reminder of this shared responsibility.
3. At St Margaret's Primary School we have adopted the behaviour programme 'Stay on Green'. Our "Stay on Green" behaviour system provides expectations which focus on positive action (be respectful) rather than what children should not do (do not run). The expectations are agreed actions so that there is consistency and fairness in all areas of school life.

However, as an inclusive school, we recognise that all children are individuals with specific needs. Therefore, within this consistent approach is an element of flexibility to address the needs of specific children. Behaviours must be put in context and require all staff to use their professional judgement.

St Margaret's School Rules

At St Margaret's Primary we have five Golden Rules. To 'stay on green', we will.....

1. Be Honest
2. Take responsibility for your own actions
3. Move sensibly and safely around the school environment
4. Be polite and show respect for others.
5. Try your best at all time.

We also have 5 key attitudes to learning which will be expected to stay on green

1. Resilience
2. Getting along
3. Organisation

4. Perseverance
5. Confidence

Whole School Behaviour Policy: Stay on Green

2.1. Overview

The principle behind this system is:

- That all pupils have the opportunity to make positive choices about their behaviour and influence outcomes
- That the teachers integrate a system within daily teaching in order to promote positive behaviour and effective behaviour management skills.
- Pupils who are regularly following the rules are noticed and rewarded.

2.2 The system allows for the following:

- A consistent approach that can be used by all staff.
- Whole class/school and individual reward system.
- Least intrusive approaches are used to manage behaviour
- Teaching of specific behaviours and routines.



2.2.1

- All classes have a display with the children's names on. All pupils start each day with their name on 'green'. At lunch time the children's names are moved back to green so the afternoon session is also a fresh start. Positions are recorded as to where children have achieved.
- If pupils make positive individual choices about their behaviour they move their name onto the appropriate colour (silver and gold).
- If pupils make negative individual choices they move their name onto the following colours (yellow and red)

2.3 **Rewards**

2.3.1 *Individual*

When a child achieves 'Gold', they will receive a certificate signed by the teacher to be taken home. A record will be kept by the teacher and emailed to the school office by lunchtime on Friday so that the class with the most Golds in each Key Stage can be rewarded with extra play.

When a child achieves 'Silver, they will receive a certificate signed by the teacher to be taken home.

If a child stays on green for the whole of the half term, they will receive an 'I stayed on green all term' certificate and will receive a reward.

2.3.2 Whole Class – Line of the Week

For each of Key Stage 1 and Key Stage 2 the class that has lined up most quietly and sensibly will be awarded the Line of the Week trophy in the Celebration Assembly. Those classes will enjoy 5 minutes extra play to be taken at a suitable time.

This will include sensible behaviour at break and lunchtimes.

The classes will be nominated and agreed upon in staff briefing on Friday morning.

2.3.3 Consequences

- Teachers use least intrusive skills to redirect behaviour.
- At least one warning is always provided for pupils in between each stage.
- Teachers constantly help pupils make the right choices to move their name back to green and beyond.

2.3.4 Behaviour Steps

Minor inappropriate behaviour

Normally handled by the class teacher or support staff/MDA:

- Persistent inappropriate talking/calling out or interrupting/wasting lesson time
- Not following instructions - e.g. place in the classroom/entering the building at play/lunch time without good reason
- Behaving in a disorderly manner in lines
- Spoiling the classroom environment
- Play fighting
- Minor rudeness towards other children (except in cases of racism/sexism)
- Eating in the classroom during lesson time (except on health grounds)

Sanctions/'Stay on Green'

Teaching/support/ MDA staff may keep children in at break times/enforce time-out to reflect upon behaviour. Children can be required to stand for 5 minutes by the wall next to the door to the front

playground, at break or lunchtime, if they have been put on yellow more than once, or are on red but have not completed their time in another classroom.

Persistent issues will result in an initial letter or phone call being made by the class teacher to inform the parents of the problem and to arrange to meet with them. If the behaviour continues, the EHT/HT/HoS/DHT/AHT/ Phase leader/ SLT will be advised by the class teacher of the difficulties and will remain involved as the EHT/HT/HoS/DHT/AHT/PL deals with the issue under 'major inappropriate behaviour'

Stay on Green in the Playground:

Duty staff will deal with any disputes and difficulties. This includes:

1. Verbal warnings
2. Yellow card - 'time-out' when children can be required to stand for 5 minutes by the wall next to the door to the front playground to reflect on their behaviour.
3. Red card – longer time out or sent to SLT if 'major inappropriate behaviour'. Note, children can go straight to red card/SLT if this is case.

The teacher/TA/MDA must inform the class teacher at the end of playtime/lunch of red cards. However, these will not be transferred to class 'Stay on Green' chart.

MDAs must report Yellow or Red cards in writing to the class teacher, who will inform parents – except in the case of serious injury (e.g. head injury, significant cuts) where parents will be contacted by office staff.

Trips:

Consideration must be made for those children whose behaviour may cause concern on trips.

The child may be excluded from the trip on safety grounds. This decision can only be made by the EHT/HT. See *Educational Visits Policy*.

'Stay on Green' Behaviour steps:

1. One formal verbal warning (following informal warnings and positive behaviour strategies as appropriate).
2. Yellow card on 'Stay on Green' display - time out in class 5 minutes – in a different part of the classroom. It is the responsibility of the class teacher or other adult covering the class to keep a record of children who are on yellow.
3. Red card behaviour: 10 minutes in another class **with work**.
4. If a child receives a second red card they should be sent to the Phase Leader when a Red Card reflection form will be completed by the child, and subsequently, should the child not return to Green, to the Assistant Head, Deputy Head, Head of School and Head Teacher
5. If a child continues to receive red cards, parents/carers will be contacted by the teacher – either in person, by phone or by letter – to arrange a meeting between parent, child and teacher to discuss behaviour issues.
6. If two red cards are received within a 24 hour period, child will be sent to the Assistant Head and subsequently to the Deputy Head, Head of School and Head Teacher.

7. If 'red card behaviour' continues, then subsequent meetings will be called between parent, child, and Phase Leader, and subsequently, Assistant Head, Deputy Head, Head of School and Head Teacher by letter, phone or in person.
8. Where behaviour is an ongoing issue, the school may choose to provide a Pastoral Support Plan (PSP)/daily behaviour chart. The behaviour chart will be monitored daily with a view to ending this strategy when a suitable number of continuous 'green days' is judged to have been achieved. PSPs will be reviewed half-termly with parents/teacher.

Major inappropriate behaviour.

Typically these issues, which include persistent repetition of any inappropriate behaviour (having followed through on Behaviour Steps **first**) will be referred to EHT/HT/HoS/DHT/AHT/ Phase leader/ SLT.

- Persistent issues of minor inappropriate behaviour/ disruption during lessons (having followed behaviour steps/parent meetings)
- Deliberately ignoring adults, rudeness to adults or persistently refusing to follow their instructions.
- Putting themselves or other children at risk due to significant Health and Safety issues.
- Physical/violent abuse of another person, child or adult, staff member or visitor to the school or fighting.*
- Physical or verbal bullying, racist/sexist/homophobic/offensive language *
- Any prejudice, discrimination or extremist views including derogatory language
See Anti-Bullying Policy and Preventing Extremism and Radicalisation Policy
- Vandalism. *
- Theft. *
- Any drug related issue. *

Sanctions

The sanction for this type of behaviour is a letter sent home requesting parents to meet with the teacher and EHT/HT/HoS/DHT/AHT/PL to discuss the matter further. Playtime/lunchtime detentions will be set as appropriate. If the behaviour is repeated, a behaviour modification plan is agreed between the child, parents and class teacher. Extreme or repeated violence or racist/sexist /homophobic abuse may result in temporary or permanent exclusion. *See Exclusions Policy, Racial Equality Policy.*

Major inappropriate behaviour during lunch could result in the EHT/HT/HoS withdrawing consent for the pupil to remain at school for lunch when Health and Safety rules have been breached or such behaviour persists.

*** Investigations**

A thorough investigation of these offences will be carried out by the teacher and EHT/HT/HoS/DHT/AHT/ PL. If the offence is proven, the child may be suspended following the *Exclusions Policy*. When the child returns to school their behaviour will be closely monitored by the class teacher and Head of school. If such conduct is repeated, parents will be asked to visit the school to discuss whether the school can continue to accommodate their child.

4.0 Exclusion

The London Borough of Barking and Dagenham's criteria for exclusions are as follows:

- Violent behaviour towards staff members
- Violent behaviour towards pupils
- Abusive/aggressive/threatening behaviour towards staff members
- Abusive/aggressive/threatening behaviour towards pupils
- Refusal to accept authority of the teacher/school
- Racist/Sexist behaviour
- Other incidents

Red Sheet

Name:
Class:

Date:

<p><u>What Happened?</u></p>	<p><u>What did I do and what value(s) did I <i>not</i> follow?</u></p>
<p><u>What should I have done?</u></p>	<p><u>What will I do next time?</u></p>